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Higher Education for Girls —Myths and Realities

A.A.N. RAU

The Chequered History of Library & Information Science Curriculum

ANIL PRASAD

Placement of Management Students —A Case Study

ROHINI KUMAR MISHRA

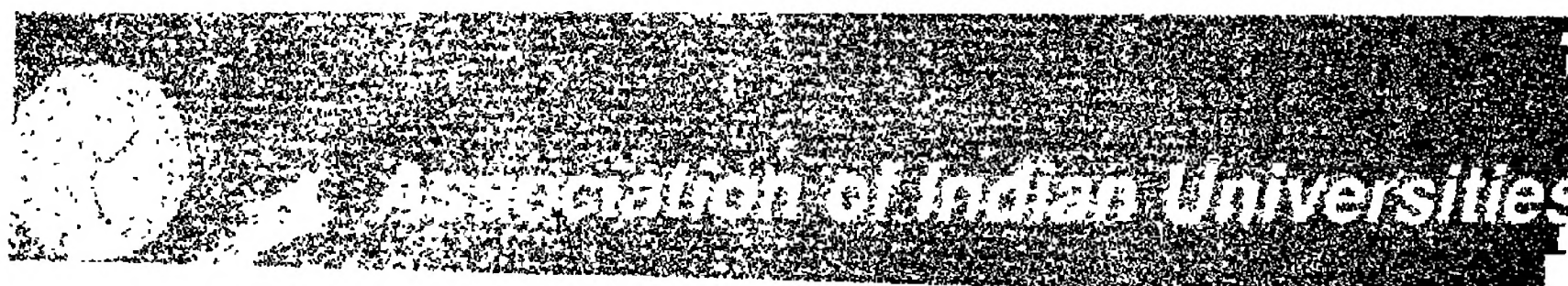
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Dated the 20th July, 99

L. Govinda Rao
DEPUTY DIRECTOR (ADMN.)

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Higher Education for Girls —Myths and Realities

Rameshwari Pandya*

Introduction

Education has been regarded both as an end in itself and as means of realizing other desirable ends. It develops the personality and rationality of individuals, qualifies them to fulfil certain economic, political and cultural functions and thereby improve their socio-economic status. It has been recognised as a major instrument which societies can use to direct the process of change and development towards desired goals.

The movement for improving women's status all over the world has always emphasised education as the most significant instrument for changing women's subjugated position in the society. The aim was to use education to make women more capable of fulfilling their traditional roles as wives and mothers and not to make them more efficient and active units in the process of socio-economic or political development.

History of Higher Education for Girls

The landmark in the history of girls' higher education was the establishment of an Indian Women's University in 1916 in Bombay, which is now known as SNDT Women's University. This university was established with the objectives —

1. To make provision for the higher education of women through modern Indian language (mother tongue as the media of instruction).
2. To regulate pre-university education to start, aid, maintain and affiliate institutions for such education and to formulate courses of studies specially suited to the needs and requirements of women.
3. To make provisions for the training of teachers for primary and secondary schools.
4. To institute and confer, such degrees and diplomas, titles, certificates and marks of honours in respect of degrees and examinations as may be prescribed by the regulation.

Some other objectives were also added from time to time.

After that, in the year 1921, women's social status had begun to show an upward trend. Girls were encouraged to take advantage of whatever chances for education were available.

During the year 1937, Higher education of girls developed immensely. Several Educational Commissions and Committees were appointed in different States. Then came post independence period. Dr. Radhakrishnan was appointed by the Government of India as Chairman to report on Indian University Education and suggested improvements that will be suited to the future requirements of the country. The Commission has recommended some special courses for girls in order

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to enable them to fit themselves well in their social setup. The courses are —

- (a) Home economics i.e. Home Science
- (b) Nursing
- (c) Teaching
- (d) Fine Arts.

There was a prevailing view that it was no longer necessary to give special attention to girls at the level of higher education since girls are taking advantage of it in increasing numbers adequate to the needs of the society. The figures of comparative enrolment of boy and girl students at higher education stage reveal that the proportion of girl students to the higher total enrolment in Indian universities was about 13 per cent in 1955-56, about 17 per cent in 1960-61 and 21 per cent in 1965-66. Thus, in one decade the proportion has increased from 13 per cent to 21 per cent. So the Education Commission expected the total enrolment of girls in higher education to be 33 per cent during the next decade to meet the requirements for educated girls in different fields. Therefore, the Commission recommended programmes for girls education. They are :

- (1) A programme of scholarships and financial assistance to girl students in colleges and universities on a liberal scale, and
- (2) A programme of the provision of suitable but economical, hostel accommodation for students with all the necessary amenities on a large scale. Liberal grants should be provided by the Government of India for this purpose as also by the State Governments. Both these programmes are particularly necessary to encourage girls from rural areas to take advantage of higher education.

General Objectives of Girls' Higher Education

Objectives are the most important in an educational system to give direction to it. The objectives in the curriculum should provide ample opportunities both for the gifted as well as the ordinary students and should be a means for an all round development of personality. And the objectives must always be integrally related to the students' home, social environment, the life and the work after the education. The Education Commission observed, "In modern world the role of women goes much beyond home and bringing up the children. They are now adopting a career of their own and sharing equally with men, the responsibility for the development of society in all its aspects." After considering all necessary points they developed the general objectives of girls' higher education, as :

- (1) To create right attitude towards life — individual and social.
- (2) To impart useful knowledge for various aspects of life.
- (3) To give practical training for life.
- (4) To develop good personal habits.
- (5) To inculcate a sense of social awareness and a spirit of service to society.
- (6) To make career for future.

As needs and circumstances changed there was a periodical review of all the courses. Therefore, to fulfil the objectives, it is for the society to provide greater opportunities for the educated girls to be of social use by utilizing their knowledge for social and national development. The National Committee on Women's Education recommended :

- (1) Development of more employment opportunities particularly of a part time nature.
- (2) Improvement in employment information and guidance services for women entering higher education.
- (3) Development of open university system should be expanded extending the facility to all the girls in the rural and backward areas.
- (4) Correspondence courses and self study programmes can be specially useful for girls desirous of continuing education but are unable to do so because of circumstances.

Development of Home Science in Higher Education

Home Science at college level was offered as early as in 1932 at the Lady Irwin College at initiative of all India Women's Conference. This college also offered a postgraduate diploma in education and teachers training to produce teachers to take positions in schools as well as newly opening colleges of Home Science.

According to the University Education Commission, the objectives of Home Science at higher education are :

- (1) To prepare students for home making and for a variety of professional fields such as teaching, dietetics, management, food service, certain business careers, Home Science extension and research.
- (2) To help people solve problems of food, clothing, shelter and relationships that deal with the development of understanding, skills, and attitudes, essential for the improvement of the ways of living of individuals, families and community groups.

Baroda became a significant nucleus of Home Science in 1950 when the first faculty of Home Science was established by Ms. Hansaben Mehta. Thus, in the post independence period, Baroda was the most important landmark. Not only was the Faculty of Home Science able to offer five specialisations at the B.Sc. (Home Science) degree level, but by 1980 it offered B.Sc., M.Sc. and Ph.D. degree also in all five specializations. Then in the mid 1960 and 1970s another landmark was made when the Agricultural Universities were established in most of the States. Home being an important unit of production and consumption in an agrarian country like ours, the need of teaching Home Science was recognised in most of the agricultural universities, where Home Science colleges were opened. Thus, Home Science as a professional discipline is gaining a position in the Indian Society today.

Progress of Girls' Higher Education

The National Policy of Education recommended the following points :

- (1) More colleges and universities should be opened for higher education.
- (2) Incentives like scholarships, freeships etc should be provided to enable girls from rural areas to pursue higher education for girls belonging to weaker sections. In addition to freeships and scholarships, bursaries should also be provided to meet their requirements for food and lodging.
- (3) Girls should be encouraged to enter professional courses.
- (4) The girls wings of the universities could undertake large scale extension programmes in order to activate girls and women in the surrounding areas to take advantages of educational and occupational facilities of various types.
- (5) In order to increase the representation of rural girls in higher education, 30 per cent seats, may be reserved for girls.
- (6) All agencies involved with preparation of curriculum, prescription of textbooks and organisation of educational processes will have to evince awareness towards women's issues. Appropriate voluntary agencies, women's groups etc should be involved in giving a new perspective to the various issues of content and process of education. As a result of implementation of recommenda-

tions of the National Policy on Education and implementation of special programmes for women's education in various five year plans, the higher education for girls in India expanded very rapidly. The following table will show the progress.

Year	Total Enrolment	Number of Colleges for Women only	Percentage of women
1980-81	27,52,437	609	27.2
1981-82	29,52,066	624	27.7
1982-83	31,33,093	647	28.1
1983-84	33,07,649	676	28.4
1984-85	34,04,096	712	29.1
1985-86	36,05,029	741	29.6
1986-87	37,54,409	780	30.6
1987-88	39,10,828	786	31.3
1988-89	40,74,676	824	31.7
1989-90	42,46,878	851	32.2

Source : University Grants Commission Annual Report, 1989-90.

Thus, there has been tremendous expansion of educational opportunities for girls in the field of higher education both general and technical. Besides this, girls education at the university and college levels has itself been reoriented in response to the changing requirements of the society and the demands of the public and private sectors.

Studies show that Kerala continued to lead in terms of girls enrolment in higher education with 52.7% followed by Punjab. Bihar remained at the bottom with girls enrolment in higher education with 16.2% in 1989-90. Facultywise distribution of girls enrolment in higher education shows the highest percentage of girls enrolled in the Faculty of Education with 52.9% of its total enrolment in 1989-90, followed by the Faculty of Arts with 43.6% and Faculty of Engineering and Technology having enrolment 7.6% the lowest.

Major Problems in Girls Higher Education

The higher education of girls at present suffers from several weaknesses in institutions, failure to maintain academic calendars, outdated curriculum, disparities in the quality of education and lack of adequate support for research.

The proliferation of colleges and universities by the State Government without prior consultation of the UGC is the principal problem in the maintenance of standards in higher education for girls. The Commission is in no position to control this situation. The only

instrument available with the Commission is non-sanctioning of grants to such colleges and universities.

Reasons for Drop Out of Girls in Higher Education

Though there is much in common between the education of boys and of girls there is some difference between the way in which the girls' problems and boys' problems have to be tackled. This arises out of the peculiar social and economic conditions prevailing in the country and the existence of an age-long tradition as a result of which although in theory there is equality of educational opportunity between boys and girls there is in practice no such opportunity. There are many reasons for drop out of girls in higher education. The reasons can be categorised as —

- (a) Economic
- (b) Familial
- (c) Educational, and
- (d) Social

(1) Economic Reason

Poverty is the predominant factor that hinders girls to get higher education. Parents of middle and lower classes think, it is wise to save money for their dowry rather than for their education. Whenever the purse of parents gets tight, they at first step strive to stop the expenditure on education of their daughters. Most of them consider it an unnecessary expense as the girl has to go to some other family. The higher education is also so expensive that parents of middle class cannot afford it. In every third family we find girls who are not able to get education due to financial difficulty of the parents.

(2) Familial Reason

There are narrow-minded parents who think that education spoils the character of their daughters if their loving daughter goes to college she will not enter the kitchen; in other words she will not be able to prove herself to be a modest daughter-in-law. In college she will only learn fashion, in co-education she may spoil her character. They argued that when their daughter need not earn, then what is the need of higher education. Instead they will get her married.

(3) Educational Reason

The dearth of good college or university or not getting admission are also serious problems faced by girls for higher education. Absence of proper hostel is also a problem for those who want to go to other places for education. The educational reasons which stand in the way of girls' education, are inadequacy of facilities, particularly distance of college or uni-

versity, irrelevance of the content of education, curriculum not suited to their requirement etc.

(4) Social Reason

It was felt that higher education for girls resulted in increasing the number of spinsters. So most of the parents wanted their daughters to discontinue higher education. They think it will be late marriage for her daughter if she continues higher education. Thus, the problems of losing girls' higher education marriage is very common. According to a survey, 75 per cent of girls lost their education due to marriage. They give up their studies to enter home life.

Free Higher Education for Girls

Higher education is an important phase in the process of educating a country. Several provisions have been made thereby increasing the rate of enrolment and educational status of women at various levels.

In the State of Gujarat, girls education is free at all levels. The free education policy was introduced in schools in 1979 and was extended to colleges in 1986 with the following view :

- Educating women is the first step towards the attainment of the goal of literacy, equality and development.
- Education heightens awareness amongst women regarding their social and economic rights and lowers the chances of their oppression and exploitation.
- Education helps women to recognise their own identity and their right to be the dignity of society.
- Higher education opens grounds for various specialised professional fields.
- Free education may act as a facilitator particularly to women belonging to lower socio-economic status for higher education.
- Free higher education seems to have helped to increase the enrolment of girls at higher educational level and also to bring desired gender equality. For example in the Maharaja Sayajirao University of Baroda, the proportion of women was 42 per cent in 1990-91, against 33 per cent a decade before.

In the absence of this policy, it is feared, the enrolment of girl students would not have risen this fast. The reason being that the parents discriminate between their male and female offspring in the matter of financing their education. They incur relatively less in the range of one-third to one-fourth expenditure for items such as books, stationery, etc meant for their daugh-

ter's education. It was perceived that the policy of tuition free higher education for girls in Gujarat has not only turned out to be an effective antidote to the observed societal discrimination, but also reflected that educated mothers are better and efficient household producers. Thus, the attainment of the objective of "efficiency in household production" may be more of a social than a personal gain, which lends further to the promotion of free higher education for girls.

National Perspective Plan for Girls' Higher Education

For the acceleration of girls higher education the Kothari Education Commission, remarked :

"As at present students should have free access to courses in arts, humanities, sciences and technology. It would be wrong to restrict their choice or to compel them to take particular courses. The more academic type of girls with ambitions of pursuing careers of research or teaching at the colleges or universities level or in professions such as medicine, or technology should have all the opportunities and incentives for doing so."

The Commission felt that there is a special need to link up higher education with specific avenues of employment for girls. Girls should also be given opportunities of research work under schemes of ICMR, ICAR etc. The Commission also recommended universities should set up research units to deal with girls' education. These should take up follow-up studies to educate girls, consider girls' higher education from the point of view of employment opportunities available for girls.

The University Grants Commission also provided developmental grants to Central Universities and 95 State Universities besides existing more than 3000 colleges for general development programme. To support educational broadcasts, the UGC has set up seven audio-visual research centres and seven research centres for production of software. Besides these, the UGC provided assistance for installation of mini/micro-computer system to 110 universities and 1216 colleges. The Commission has been assisting the universities since 1986 to promote women's studies programme and setting up of centres/cells for women's studies to undertake research projects, development of curriculum, training and extension. The objectives for incorporating women's studies within the university system are both academic and social.

The IGNOU widened the access to higher education by providing opportunities to learners from disadvantaged groups like women, people living in backward regions and hilly areas.

Conclusion

Higher education as a major catalyst of social change is badly lacking for the majority, more so for the lower socio-economic status and rural women in comparison with their counter parts. However, the rate of girls' enrolment in higher education has been increased from the last two to three decades. Besides this, several provisions have been made thereby to increase the number of girls in higher education.

Programme of scholarships and financial assistance to girl students in colleges and universities on a liberal scale and programme of the provision of suitable but economic hostel accommodations for girl students with all the necessary amenities on a large scale, to encourage girls from rural areas to take advantage of higher education. Regarding the course, Home Science, Fine Arts, Nursing and Teaching are the main courses provided for them. There are many problems and constraints for girls in higher education.

Girls enrolment and retention in education can be accelerated by taking different measures like providing suitable infrastructure as lack of availability of higher education institutions nearby leads to drop-out as there is little security for girls because of increase of incidence of eve teasing.

Parental perception is also not very positive as majority of the parents have negative perception of higher education. They have a feeling that higher education spoils the girls. They have a fear and strong suspicion of pre-marital sex and bad company in the colleges and universities. Another wrong conception in the society is that the daughter is the property of someone else. So why invest on her by sending her to college? It is high time to break this myth. Merely freeship and reservation are too meek a solution for this complicated problem of women education. It can only be solved by bringing educational awareness and attitudinal changes.

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The Chequered History of Library & Information Science Curriculum

A.A.N. Raju*

Introduction

Library & Information Science (LIS) education in India has gone a long way since the introduction of the first one year P.G. Diploma course at University of Madras in 1937 by S.R. Ranganathan. This course served almost as a model for the development of Library Science Programmes in the country during the pre and post independent periods until 1950s. It has been estimated that there were five Universities conducting the Diploma Course before independence. During the seventies the number rose to 42 and at present nearly hundred LIS Departments in the universities, colleges and institutions have been offering courses at different levels i.e. BLISc, MLISc, MLISc. (Two year Programme), M.Phil and Ph.D. There is no uniformity with regards to Course contents or the syllabi of these programmes. The syllabi of these courses were designed to meet the local requirements. Other factors that have had a bearing on the curriculum were the infrastructure facilities, strength of teaching staff and financial support from the parent organisations. After independence and specifically from 1960s and onwards, most of the LIS departments formulated their syllabi keeping in view the syllabi formulated by the Review Committee appointed by the University Grants Commission in 1965 and headed by S.R. Ranganathan.¹

Major Recommendations of the Review Committee

The Review Committee in its report traced the then existing facilities of teaching and research, and suggested syllabi for CLSc, BLISc, MLISc Programmes and identified sectors for research in Library Science and also made far reaching recommendations covering such aspects as : minimum qualifications for admission to courses, pre-admission course, university courses such as Ph.D., M.Lib.Sc. and B.Lib.Sc., methods of teaching and relative place of theory and practice, equivalence of Diploma in Library Science and B.Lib.Sc., non-professional subjects in the LIS Curriculum, examination, working hours, minimum qualifications for teachers, staff requirement, physical facilities, books, training of teach-

ers, research, survey of trained personnels' needs and quality and cooperation between the Departments of Library Science and the Library.

Even after nearly four decades, many of the recommendations of the Committee remained only on paper and many of the LISc Departments were not able to implement them thereby producing sub-standard products to manage libraries and Information Centres.

Syllabi Suggested by the Review Committee

After stating the objectives of each course, the Committee identified detailed course contents under each paper to be offered at B.Lib.Sc. and M.Lib.Sc. levels. The following is the scheme of papers recommended for B.Lib.Sc. Course : 1. Library Organisation, 2. Library Administration, 3. Physical Bibliography and Book Selection, 4. Document Bibliography and Reference Service, 5. Library Classification (Theory), 6. Library Classification (Practice), 7. Library Catalogue (Theory), 8. Library Catalogue (Practice) and 9. Record and Practical work.

The following is the scheme of Papers recommended for M.Lib.Sc. Course.

1. Universe of Knowledge; its development and structure.
2. Depth Classification (Theory)
3. Depth Classification (Practice)
4. Advanced Library Catalogue,
5. Any one of the following :
 - a) Public Library System
 - b) Academic Library System
 - c) Research and Technical Library System,
 - d) Documentation.
6. Project during term time, and
7. Literature Survey in any one of the fields such as :
 - a) Indology
 - b) Humanities
 - c) Social Sciences
 - d) Pure Sciences

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- e) Applied Sciences
- f) Government documents and
- g) Juvenile literature

Changes in BLISc Curriculum

For nearly two decades i.e. until 1980s most of the LIS Departments in the country to a greater extent followed the model syllabus recommended by the Review Committee with certain modifications. After 1980s we could notice a marked change in the curriculum of BLISc/MLISc Programmes due to changes in the information scenario of the country and emergence of Information Science and Information technologies and slow adoption of information technologies in Libraries and Information Centres. The emphasis that was laid on physical and document bibliography in BLISc Course gave place to reference and Information Sources and Services: Library Organisation has been replaced by Library and Society (or Community). The emphasis on classification and cataloguing (Theory and Practice) has been reduced if not completely eliminated. Library Administration has been replaced by Library Management. In few Library Science Departments 'Computer Applications' has been included in BLISc Programme.

Changes in MLISc Curriculum

The Masters Degree Programmes have undergone significant changes as a result of changes in the information scenario in the country. Most of the LIS Departments dropped the Paper on 'Universe of Knowledge' and reduced the over emphasis given to classification and cataloguing (Theory and Practice). The electives hitherto occupied a prominent place in the curriculum have also been dropped. Some of the Departments even dropped project works and literature survey due to obvious reasons of usefulness and practicality (practicability). To a large extent the present MLISc Curriculum included such new areas as: Information and Communication, Information Systems and Programmes (or Services), Information Technology, Computer applications in Libraries, Resource sharing and Networking, Bibliographic databases and Networks and Research methods in LIS. The Review Committee has not given thought to M.Phil Programme, even though it has made certain specific recommendations for Ph.D. Programmes.

UGC Panel on Library & Information Science

The UGC Panel on Library & Information Science at its meeting held on September 19, 1981, has formulated syllabi for BLISc/MLISc/M.Phil Programmes and in addition formulated guidelines with respect to: a) strength of the faculty, b) qualification

for teachers, e) establishing/strengthening a Department.² The panel also while appreciating the usefulness of (the then) existing pattern of Bachelor's and Master's degree courses in LIS at the P.G. levels, recognised the need for two year integrated programme in LIS. The recommendations of the LIS Panel were accepted by the UGC and circulated them to LIS Departments in the country in January and March, 1982 for guidance and observation. The Panel identified the objectives of BLISc, MLISc, M.Phil and Ph.D. programmes and identified the following curriculum for each of these courses except Ph.D. Programme.

BLISc and MLISc Curriculum

The Papers for BLISc include 1. Library and Society, 2. Library Classification (Theory), 3. Library Classification (Practice), 4. Library Cataloguing and Subject Indexing (Theory), 5. Library Cataloguing and Subject Indexing (Practice), 6. Reference and Information Sources, 7. Reference and Information Services and 8. Library Management and Administration. The Master's degree programme includes the following papers: 1. Universe of knowledge, 2. One of the following a) Information Storage and Retrieval, b) Depth Classification, 3. Information Systems and Programmes, 4. Information and Literature Source in any one of the following: a) Humanities, b) Social Sciences, c) Sciences, d) Medical Sciences, d) Engineering and Technology, f) Agricultural Sciences, etc. 5. One of the following: a) Computer applications in Libraries/Information Centres, b) Comparative Librarianship, c) LIS Education. 6. Operations Research and Systems Analysis, 7. One of the following: a) Public Library System, b) Academic Library System, c) Research and Technical Library Systems, d) Agriculture Library Systems, e) Medical Library Systems, f) Engineering and Technological Library System; and 8. Project and Dissertation. The Curriculum for M.Phil Programme consists of two parts. Part-I: consist three papers viz. 1. Research Methods, 2. Library Planning and Management and 3. Any of the following options: a) University and College Library System, b) Research and Technical Library System, c) Public Library Systems, d) Information Processing and Organisation, e) Information Transfer and Dissemination, f) Comparative Librarianship and g) Education for LIS. Part-II: Dissertation. As regards Ph.D. programme the Panel recommendation states that "original research, theoretical and applied on any aspect of library and information science with a view to extending the knowledge boundaries of the discipline."³

Influence of Review Committee

The UGC Panel on Library & Information Science could not come out of the influence of the Re-

view Committee as it has retained some of the papers suggested by the Review Committee even after nearly two decades. In BLISc Programme the emphasis given to classification and cataloguing (Theory and Practice) by the Review Committee has been retained by the UGC Panel. Library organisation and Library Administration (Papers 1 and 2) have been clubbed and re-designated as Library Management and Administration (Paper-8). Physical Bibliography and Document Bibliography (Papers 3 and 4) have been replaced by two papers : Reference and Information Sources and Services (Papers 6 & 7). The papers recommended for MLISc Programme by UGC Panel underwent few changes and modifications when compared to papers recommended by the Review Committee. The UGC Panel retained universe of knowledge (Paper-I). Depth Classification and Advanced Library Catalogue (Theory and practice) suggested by the Review Committee has been partially dropped by the UGC Panel. The syllabus suggested by the UGC Panel contains Depth Classification as one of the electives under Paper-II. It includes two new Papers entitled Information Systems and Programmes (Paper-III) and Operations Research and Systems Analysis (Paper-VI). The Paper on Literature Survey (Paper-III) suggested by Review Committee has been retained in the syllabus suggested by UGC Panel as Paper-IV. The electives suggested by the Review Committee under Paper-V were retained by the UGC Panel under Paper-VII : The Project Report finds place in both models under paper-VI (Review Committee) and Paper-VIII (UGC Panel). In addition, the UGC Panel included one more elective under Paper-V one of the following a) Computer applications, b) Comparative Librarianship and c) LIS Education. The two groups of electives suggested by the UGC Panel for MLIS Course also find a place in the curriculum suggested for M.Phil Programme under Part-I, Paper-III : Any of the following optionals. It appears that different library systems such as Public, Academic, Special, Research and Technical have greater influence and impact in the then contemporary LIS education in the country and therefore the framers of LIS Curriculum dared not to drop them even though the concept of different library systems have undergone radical changes and in the present information scenario where the boundaries between different library systems have been fast vanishing after the advent of I.T. and emergence of Resource sharing and Networking.

Report of CDC on LIS

The UGC in September 1990 appointed the Curriculum Development Committee (CDC) to restructure

the courses of studies in LIS under the Chairmanship of Prof. P.N. Kaula. The Committee submitted its report and it was published by the UGC 1992.⁴ The Committee identified the objectives of Courses such as BLISc, MLISc, MLISc (Integrated), M.Phil and Ph.D. The six core papers for BLISc include : 1. Library and Information Society, 2. Library and Information Management, 3. Library Classification (Theory and Practice), 4. Library Cataloguing and subject Indexing (Theory and Practice) 5. Information Sources and Services, and 6. Computer Applications. It has identified sixteen elective papers for BLISc Programme. The Curricula for MLISc (One Year Programme) consists of both core as well elective papers. The five core papers are 1. Information and Communication : Evolution and Development, 2. Library and Information Management, Sources and Services, 3. Computer Technology, Library Automation and Information System, 4. Information Processing and Retrieval and 5. Research Methodology and Informatics. The six elective Papers include:

1. Comparative and International Librarianship,
2. Higher Education and Academic Library System,
3. Communication, Mass Media and Public Library,
4. Bibliographic control,
5. User education and user studies, and
6. Education for Library and Information Science.

MLISc Two Year Programme

The MLISc (Two Year Programme) integrated course consists of five core papers for first year and four core papers for second year and also two groups of optional papers. Each group consists of ten papers of which a candidate shall have to opt for two electives in the previous year and two in the final year i.e. one each from groups A and B.

The first year core papers include:

1. Foundations of Librarianship,
2. Library and information Management,
3. Library Classification (Theory and Practice)
4. Library Cataloguing and Indexing (Theory and Practice), and
5. Information Sources and Services.

The second year core papers include:

1. Information and Communication,
2. Information Processing and Retrieval,
3. Computer Applications and

4. Research Methodology and Informatics.

The Optional Papers under Group-A consists of:

1. Higher education and Academic Library System,
2. Communication, Mass Media and Public Library System,
3. School and Children's Libraries,
4. Medical Libraries,
5. Law Libraries,
6. Music Libraries,
7. Engineering and Technology Libraries,
8. Agricultural Libraries,
9. Industrial Libraries, and
10. Archive Libraries.

The Optional Papers under Group-B include:

1. Bibliographic Control,
2. Education for LIS,
3. User studies and user education,
4. Comparative and International Librarianship,
5. Manuscriptology,
6. Preservation and Conservation,
7. Learning Skills and Reading Habits,
8. Library Buildings,
9. Local Studies Librarianship, and
10. Non-book materials.

M.Phil and Ph.D Programmes:

The CDC Report suggested four papers for M.Phil Programme. These include:

1. Research Methodology,
2. Current Trends in Library & Information Science,
3. Literature Survey, and
4. Dissertation and viva-voce.

The main objectives of this programme is to identify problem areas and apply methods of research to find solutions to problems, to formulate research proposals and to effectively present projects and/or dissertations.

The CDC Report also stated the objectives of Ph.D. programme and identified some of the areas related to LIS. The two objectives stated are 1. To undertake research work independently and 2. To give specialised knowledge in depth on any topic related to LIS, allied subjects and inter disciplinary areas. The broad areas identified for carrying out research are :

1. Structure and Development of knowledge,
2. Classification, Cataloguing and Indexing,
3. Informatic Studies in Library and allied subjects,
4. Computer Applications,
5. Historical Studies in Library and allied subjects,
6. Social and Economic aspects of Librarianship,
7. Library and Information Management and Systems analysis,
8. Application of techniques of library and information science to evaluate other disciplines.

Reactions and Comments on CDC Report

There had been adverse reactions and comments on CDC Report. The teaching community by and large has not favourably reacted to the said report. The report failed to take into consideration ground realities obtaining in LIS Departments in the Country. There has been overlapping of courses suggested for BLISc, MLISc and M.Lib.Sc. (Two Year) Programmes. The number of optionals/electives suggested for the said programmes is baffling and one wonders whether the required expertise and infrastructure was available in the LIS Departments. In the opinion of critics the Committee failed to undertake critical review of the existing syllabi and courses of study at different levels and regions of the country and suggest appropriate and suitable measures for modernising the same and restructuring them to Unit Courses. The report failed to make LIS Education more meaningful and reflect the needs and aspirations of its beneficiaries as well as to make it more relevant to changing information scenario in the country.

UNESCO (PGI) Modular Curriculum

UNESCO (PGI) has issued "*A Modular Curriculum in Information Studies*", prepared by J.A. Large in 1987 for the benefit of the member States.⁵

This is intended as a resource from which curricula can be constructed by individual LIS Schools to meet the local needs and requirements. The said document lists twelve core modules as well as eight elective modules. The titles of core modules include 1. Information in its social and communication context, 2. Information Users, 3. Quantitative methods, 4. Research methods, 5. Information Sources, 6. Information storage and retrieval systems, 7. Information services, 8. Electronic data processing, 9. Application of information technology, 10. Telecommunications and networking in information systems, 11. Management of information systems and services, and 12. Economics and marketing of information. The titles of elective modules include 1. Design of Computer assisted information systems, 2. Sectoral/subject oriented information sources and systems, 4. Planning and design of buildings and facilities for information centres and libraries, 4. Online searching, 5. Health and welfare library and information services, 6. Agricultural library and information services, 7. Audio-visual studies, 8. Printing, book binding and conservation. The said document also provides for titles of other possible elective modules at Page 74.

Impact of Modular Curriculum

The modular curriculum has some impact on LIS Departments in the universities. Many of the departments have included some of the modules with modifications in their syllabus especially for Master's Degree Programmes. This document reflects to certain extent the needs of LIS Schools in developing countries. Some of the modules listed in the UNESCO document find a place in the CDC Report with some modifications.

UGC's Fresh Initiative

The CDC Report was not given enough thought and chance for its implementation if not in toto, but partially, by the LIS Departments in the country. Fresh initiative was taken by the UGC Panel on Library & Information Science to discuss the report of CDC and its implementation. In fact the earlier panels on Library & Information Science constituted by the UGC have critically looked into the CDC Report and offered comments for its implementation. Perhaps, the said comments either were not brought to the notice of the present Panel on LIS by the concerned authority or the present Panel ignored those comments with a view to give fresh thought on it. Within the elapse of

six years after the submission of CDC Report and without giving a chance for its implementation, a new exercise has been thought of by convening zonal meetings consisting of Chairpersons of Boards of Studies in LIS of the Universities and other Institutions "to discuss the report of CDC and its implementation". Already three zonal meetings were held at Kurukshetra (North), Bhubaneshwar (Central) and Hyderabad (South).

The said zonal meetings appeared to be closed door meetings confined only to chairpersons of BOS in LIS Panel Members. The Head of Departments were not officially invited. Even the senior faculty member and other experts available locally, were not invited. It is rather surprising, nay difficult to understand this 'touch me not' policy on the part of those who convened the zonal meetings. Let us hope that the four zonal committee meetings will help to bring out a transformed CDC Report for its implementation or bring out a completely new report on LIS curriculum for the benefit of the LIS Departments in the Country.

Conclusion

Mere drawing up wonderful curriculum in LIS is not the end of the matter. The beginning of the matter is the capacity of the individual LIS Departments in the country for implementation. The present scenario of staff strength, infrastructure facilities like building, computer lab, library facilities, and other related aspects must be given due thought and make suitable recommendation to the UGC for its implementation. Unless the UGC comes in a big way to strengthen LIS Departments in respect of staff and infrastructure and other facilities mere revamping up of CDC Report or drawing up of completely 'new' curriculum in LIS, keeping in view the present IT scenario in the country may not serve the purpose. Let us wait for what is in store for LIS education in the country for the next century.

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Placement of Management Students

— A Case Study

Ajay Prasher*

The first batch of MBA students of a Jalandhar based Management Institute belonging to North India's prestigious Educational Society was in its transitional phase. From second semester the students had moved to the third semester, but the desired level of confidence and enthusiasm was unfortunately missing in them. The cause of concern among the students was obvious. "What about our placements?", they were asking. Some recent articles published in the known business journals had carried a detailed account of the employment situation prevailing in our country. The students had seen them. They had also gone through the interviews given by the company managers narrating the ideal ways for retrenching the present work force and stopping the hiring of new persons at all levels. Their cause of worry was, therefore, understandable.

The Institute, in its first year of operation, was well aware of the importance of placement of its students but had little experience to solve the problem. It has in its early stages identified the urgent need to have a resource person who could handle this challenging job of placement. To meet this need a professional with adequate corporate and teaching experience was appointed in the reader's pay-scale. He joined the Institute in August 1998. The complex task to initiate the placement activity from a scratch was assigned to him. Usually it is easier to run a system which has already been established and is operational. But if it has to begin from scratch, the operation is normally difficult, because : (1) The companies are still to know the Institute, (2) The companies have no prior experience of the products of the Institute, and (3) Lack of infrastructural facilities for the Placement Cell and the absence of supporting elements in the Institute for the placement work.

The placement preparation schedule was also disturbed because the academic session got delayed by more than two months. Whereas the placement activities usually start in October and end by January-February, the Placement Cell was yet to start its work of preparing the placement brochure. Job scenario for the management graduates was not optimistic either. There

was, therefore, some tension on this account in the minds of the students. They met the Director of the Institute to acquaint him of their worries and to find out the progress regarding their placement. Director in turn discussed the matter with the Placement Incharge. On the advice of the latter, a joint meeting was fixed with the students to let them know the progress made towards their placement. On the stipulated date a formal meeting was held and the Director, alongwith the Placement Incharge, were face-to-face with the students. The Director skillfully briefed the students about the steps being taken. He also informed them, that if required, the Placement Incharge shall be relieved of his teaching responsibilities so that he may devote his full energy to the placement work. This satisfied the students. Placement Incharge also put the facts before the students and advised them to initiate serious efforts on their own so as to find a suitable job and not to totally depend on the Placement Cell of the Institute in getting them the appointments.

Followed by this, necessary steps towards the formal placement work were initiated : (1) A team of suitable students was formed to assist in the placement activity, (2) Placement Cell was properly constituted under the Placement Incharge, and other faculty members were nominated to help him in this work, (3) Preparation of the placement brochure was taken in hand. The data-sheet for collecting information regarding the students for placement brochure was designed, prepared and distributed within two days. Students were required to give in the data-sheets the particulars about themselves, their addresses, telephone nos., specialisations, organisations where summer projects were done, the topics of projects, computer languages known, hobbies pursued, etc. They were to return the duly filled in data-sheets within two weeks along with two colour photographs.

Since the session was already delayed, students were still to finalize their specialisations : marketing, or finance, or personnel, or any other combination. Since specialisation is the major feature to be included in the placement brochure, work on it could not proceed further without this information. On the other hand the students, despite regular counseling by faculty members, were unable to take any decision regarding their specialisations. The preparation of the press copy of the placement brochure was thus held up.

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It was the end of November 98. The Placement Cell was still to complete the information for including it in the placement brochure. There were reasons for it. Some students gave their photographs in black & white instead of colour. They were advised to give it in colour and it took time. Some photographs had features problems. The concerned students were asked for other photographs. Other problem which held up the brochure work was changing their specialisations repeatedly. The students could not finalise their data-sheets because they were making changes in their hobbies, changes in their experience, and alteration in what packages and languages of computer they had known frequently. Some students had no telephone at their home, they took time to get a suitable telephone number. Despite our repeated earnings, it took time. Ultimately each and every student was called in the office of the Director and was made to complete and sign the data-sheet so as to ensure that no further change was made. The handwriting problem of some students made to call them to clarify what they had written. Also the unnecessary information given in the data-sheet was to be deleted so as to make it precise and to the point. This involved a considerable editing work. The inability of the students to arrive at a conclusion and their difficulty in giving the information correctly and precisely hampered the work. In the first week of November '98 we were able to collect the duly completed data-sheets for the placement brochure. Without wasting time the Institute called upon a known printer of the city to take up the responsibility of printing. As required by the printer, we had to start another marathon exercise to first create a format of the brochure in computer, then to feed the information, and lastly to get a camera ready print out. Somehow within two days the work was completed and given for printing.

Each of the student-members in the group helping Placement Cell was asked to collect addresses of the companies from various sources. Each of them was given a different sector, such as Service sector, Automobile sector, Industrial goods sector, Financial sector, Information Technology sector, etc. This was done to avoid duplication of the efforts. Each one of them was required to collect a minimum of 80 addresses so that all the five students may collect about 400 addresses. About 500 addresses of the companies were collected. They were then asked to feed these addresses in the computer to ensure their easy access at any time.

Meanwhile the first proof of the placement brochure came in and the job to go through it word-by-word to ensure a mistake-proof product begun. Each data-sheet was carefully matched with the proof to

verify the correctness of details right from the name of the student to his hobbies. Many errors were noted in the first proof, necessary corrections were made and these were rectified. Another work connected with the placement brochure was to collect : the messages from the Chairman and Director, the details about the Institute and its infrastructure, the profiles of the teachers, the information about the courses the Institute was offering, and the details of the subjects being taught. A rough draft of this material was first produced manually. Then this draft was modified to suit the requirements. By the time the first proof reading was over, the second proof came in, it was again full of errors. Spellings mistakes were still not corrected, capitals and small letters were not correctly used, dates of birth of students were wrongly put, and the telephone numbers were also not correctly printed. After correcting these errors within a few days the corrected proofs were sent to the press, asking for the third proof.

Since printing of a placement brochure is an expensive job and a private sector Institute is more concerned with the cost aspect, the Institute took some time in deciding its total number of pages, as to what should go in colour and what in black & white, etc so that the cost is kept within limits. Ultimately the various problems were got solved and by the end of December 1998 the final print orders for the placement brochure was given.

It was the beginning of January 99. The students were worried a lot. They kept on asking the Placement Incharge and the Director about their placement arrangement. It was a usual busy day when a student came running and told the Placement Incharge that some persons want to meet him. On meeting, it was found that they were the representatives of a newly opened branch of India's leading private sector bank. They had come to discuss as to how they could recruit a few of our students to work for them. Immediately a meeting of our students with the bank's representatives was arranged. The students were briefly told about the job profile, and the queries they raised were also resolved.

The Institute was still awaiting the placement brochure. Since it was necessary to send the details of our students to their prospective employer, an appropriate bio-data format was designed and notified, and the students were asked to prepare their bio-datas accordingly so that they can be sent to the Bank. The response was overwhelming. Twenty nine bio-datas were prepared. These were promptly sent to the Bank to meet their different job requirements. It was observed that the students had not prepared their bio-datas in the proper form and the whole process had taken more

than a week. Even the printing of the bio-datas was time consuming. The bank job was a full time one but it was made part-time keeping in mind the teaching schedule of the students.

After knowing the facts, some candidates showed their keenness to apply for this job. Two short listed candidates joined the Bank immediately. Meanwhile one more finance company showed its interest, short listed the students and asked one of them to join them. The placement of the first three candidates filled the placement environments with some sense of optimism. But this fervour was still to reach its summit, when there came the blow. All the three students came back from their respective jobs. It was a strange case, especially when the nature of the job was known and the consent was given.

Without wasting any time it was decided to have a formal meeting with the boys individually and then to contact the Bank Manager to find out what had gone wrong. Whereas the student with the finance company expressed his inability to cope up with the job requirements, the students placed at the Bank presented the complaining attitude. Their grievances were that : (1) Targets were too high to be achieved, (2) They were asked to distribute the promotional material to the passengers of the Shatabdi Express, (3) They were asked to report for duty at 10 A.M. sharp daily, (4) They were not told beforehand what they were supposed to do, and so on.

Without reacting to what they said, the Placement Incharge went to the Bank Manager and told him what the students had reported. The latter was on the defensive. He promised to : (1) Reduce the target from Rs. 15 to 5 Lakh, and (2) Offer himself to accompany them to distribute the promotional material at the Shatabdi Express. He also informed the Placement Incharge that the students employed used to come late, and rarely told the Bank about their activities. And many a times they refused to do the assigned jobs, the Bank Manager further added.

Even the next senior person complained about the arrogance of these students and their inflated ego. Whatsoever may be the real reasons, our placement programme got the jolt. Again we short-listed the students and two more candidates were identified who agreed to work after their examinations are over. Meanwhile the first lot of 100 copies of the printed placement brochure was received. It was immediately despatched to various selected companies in and around Delhi.

A few more articles in newspapers and magazines added to the tension of the students. They again went

to the Director and there were heated exchanges. Director told this to the Placement Incharge and stressed the urgency to do something soon. Until the placement brochure reached various companies, they could not be contacted. Individual telephone contact to the companies was very expensive, with doubtful probability of success. It was decided to send a few teams to the field and explore the possibilities. Six areas were identified and these were : Delhi, Chandigarh, Region between Delhi and Ambala, area that includes Rajpura and Patiala, Ludhiana, and Jalandhar.

These areas were confined to North because most of the students wanted to remain nearer home. It was decided to take along one student representative to look at the prevailing situation and tell his fellow students to act rationally. Tours were decided in February 99 and the teams left for their respective destinations. The situation became clear at various places itself when the personnel officers or other senior executives of the companies expressed their inability to take any of our students in their respective organisations. A few of them were not so curt, they told us that they will come back to us with favourable response. Some companies even sent back our teams from the security gate, refusing to meet them. Others wanted to enter into a bargain : 'If we select their children for the MBA course then only they would offer jobs to our students'. In order to show their interest — real or otherwise — in our products, some asked bio-datas of our products and others demanded our placement brochures. Serious attempts notwithstanding, it was finally clear to the accompanying students that there is a scarcity of jobs for the management graduates also and employers show no keen interest in accepting them.

After we completed our visits to the companies, we invited all the students and told them about the companies which could be interested in the placement of our students. To our surprise most of the students were extremely choosy. Despite knowing the prevailing job situation for the management graduates, they raised such queries as : "How much they will pay"?, "What will be the designation"?, etc. Some students had earlier stated that a job of less than Rs. 7500/- p.m. shall not be acceptable to them. The fact remained that no company had so far offered more than Rs. 6000/- p.m. to our students.

All this added to the pressure on the Placement Incharge, who was assigned the task of placement and was allowed the Ludhiana area. A two-day programme was designed, names and addresses of the companies were noted, and the visits were planned. The first destination was the famous bread manufacturers who were yet to experience working with MBAs. He was

on expansion-modernisation spree and wanted to become a major player in the country. Initially he was in favour of qualified but experienced persons, but negotiations made him to believe that these MBA's are a perfect choice to achieve his ambitions and objectives.

He was given the placement brochure. On its examination, the bio-datas of a few students were selected. A date for the campus interview was also fixed. Perhaps it was the first major breakthrough. Then came the famous company popular for its quality T-shirts. The chief manager of this concern was himself an MBA. But he had already taken a few new persons. He was, therefore, a bit reluctant initially but later on in view of our persuasion he agreed to interview our students for placement in his company. Then came the third company, the renowned manufacturers of bicycles. The G.M. (Marketing) in the first instance expressed his unwillingness to take any MBA. His earlier not so pleasant experience with them was the reason for this. His views about the MBAs were that they were : (1) Job hoppers, (2) Highly egoist, (3) Unwilling to work hard and at the micro level, and (4) Expecting high salary without much contribution to the company they work for. The G.M. (Marketing) was told by the Placement Incharge about the Institute and its students. It was emphasised that if he took our students, he would have to change his opinion. The G.M. agreed to reconsider the issue and he agreed for a meeting again after a week.

The visits to more companies, covered about 21 of them in two days and the response in about 80% of them was almost negative. This convinced the students about our difficulties in securing jobs for them and made them to believe that the job opportunities to the management graduates are not that easy. But the real effort was yet to begin. Meanwhile the response to the placement brochure had started pouring in. Except for one company, most of them expressed their inability to recruit these students.

In the first phase the institute was introduced, mentioning the strength of Institute, the course contents taught, and the teaching methodology follow to train the students. The question of experience was also tackled some how. It tried to create a positive image of MBA's, stressing as to why preference be given to them and how the professional approach to everything would be useful to the employer, and how the value addition of the MBA's would really work to ensure their company's growth and prosperity. We were doing everything possible to market our products. Each such meeting except a few ended on an optimistic note, assuring that they (employers) would try to do whatsoever was possible. The second meeting was planned and some of the companies were revisited. Most of

those which had taken a negative view of MBA's earlier had now started reposing faith in them. From Ludhiana alone atleast 10 companies visited and had accepted these students for placement in such disciplines as marketing and finance. It was possible to turn the table at Ludhiana and tasted success because of the systematic and consistent approach. Wrong information was never given to the prospective employers, nor was tried to impress them wrongly.

Many students, at the time when placement opportunities were bleak, showed keenness to join the job, but later on showed their reluctance to join it. Their this behaviour put the Placement Incharge in a false position. Since many students were from business or industrial background, they were more interested in joining their family business rather than accepting a tough job in a company. Their fault was that they did not reveal their real intentions. If any of them would have first joined a job and later on left it, then it would have given a jolt to our placement efforts on two counts : (1) Creating a poor image of our MBA's on the companies which had requisitioned their services, and (2) A lost chance for those students who were in real need of a job, but could not be accommodated because of no vacancy.

It was, therefore, necessary to identify as to who was interested in a job and who was not. This exercise was undertaken. Out of 58, we had as many as 32 students were not interested. Thus only 26 students were interested in jobs. The Placement Cell had secured 21 jobs though actually 15 joined (leaving apart those who had joined the Bank earlier). There were five more companies which were still to come for campus interviews. They would be selecting six to eight more candidates. By the time the session was to finish it is hoped to secure a placement for 80-85 per cent.

However, there were some weaknesses also. Out of the total students available for jobs, very few were really good at studies. Most of them were average students, some of them even below average. For instance, at one place when the Placement Incharge was assuring the company about the conceptual clarity of the students, within a few minutes during the interview the students stood exposed proving their weakness at the basics. It was an embarrassing and difficult situation but somehow it could be saved by attributing nervousness as the reason during the interview. But the fact remains that only quality intake can deliver the worthwhile output. Compromising quality at the intake stage is sure to prove disastrous for a management institute. Even the best faculty cannot mould a below average student into a proficient manager. A teacher is to teach management subjects and as such he cannot devote much of his time in developing the reading, grasping,

analytical, and communication skills of the students. Nevertheless, these are important because together they bring a change in the personality and confidence of a student. Then only comes the success.

It is important that the students are counselled regularly about the job scenario and their future prospects. This proved beneficial during an interview in a company where the students cited learning as their major objective rather than earning. This gave a better impression of them at the final selection in an upcoming tractor factory at Hoshiarpur. This company selected four students.

No institution will be able to sustain unless it is able to sell its products. Products would not be sold unless they conform to the minimum norms of quality. And quality would not be ensured unless there is a controlled input of worthwhile students, proficient and committed faculty, and adequate infrastructural facilities like a good library, a well-equipped computer centre, airy and well-lighted class rooms, etc. But all this require money. Those who are in the market running the so-called management institutes as the business-shops will find themselves in a hopeless situation, cheating the students, industry and the community through their selfish operation. They are there to make money rather than serving the society by producing efficient professionals for managing its resources and ensuring its development and well being.

The Lessons Learnt

1. No promise should be made to the students at the time of admission that their placement shall be the responsibility of the management institute. The institute should try for the placement of its products, but should not guarantee it. Only the better ones should be helped, not all. Such policy will surely inculcate among the students a spirit of competition and self-improvement.
2. A management institute should be fully aware that only quality products sell. And unless the institute is able to sell its product, it will not sustain. The quality of products, therefore, must be maintained at all costs if the institute is to continue.
3. The sub-standard products can be sold but only once. They are sure to bring bad name to the B-school, sealing the fate of its students in the job market forever.
4. As soon as the students are enrolled, complete information about them should be collected in the well-designed data-sheets. This data should be available in computer readable form also for easy and quick retrieval. Duly filled in data-sheets will constitute students' profiles. These profiles should be kept uptodate always for ready reference to

answer employers' queries or to compile placement brochure.

5. For placement work, there should be a separate placement unit with all the necessary facilities. A professional with adequate teaching and industrial experience should be in charge. He should look after the placement work.
6. Material to be included in the placement brochure for each batch be collected in a systematic way over a period of time. This work should not be done haphazardly at the last moment. Students' profiles will yield information regarding students.
7. The placement brochure should be a well-prepared and nicely printed document giving necessary information about the institute, its organisation & management, its faculty and its other salient features. The complete information about the students being presented as candidates for placement should constitute its main part.
8. The placement brochure should be mailed to the selected prospective employers well in time so that they carefully examine various biodatas and shortlist the candidates they are interested in. This brochure shall have to be a presentable document with complete information so as to serve its intended purpose.
9. Students should be carefully briefed and adequately trained to face the interviewing boards or selection committees. With such a briefing or training, they may perform well before such boards or committees.
10. The students should be kept aware of the job scenario in the industries and corporate houses on a regular basis. This will make them more realistic towards availing of job opportunities as also towards preparing for these.
11. Only a serious and needy candidate should be recommended to a company. He is likely to stay and work for it. A wavering or reluctant candidate, should not be recommended. The latter usually brings bad name to the institute. It is important therefore, that the placement unit categorises the students and try to place a right candidate at right place.
12. Securing a placement for the students should never be based on falsehood and exaggeration. Efforts should be to guide the employers correctly and to establish enduring relations with them. A friendly employer shall offer placements to the students of coming batches.
13. A student, who leaves a job after he was suitably placed in it without convincing reasons, should normally not be helped for another placement. He should be made to search for a job himself. □

Information Technology and University Management

Rajesh Kumar Mishra*

Introduction

Information Technology is an amalgam of some wonderful inventions of 20th century in the field of electronics and communication technology. In very short span of time it acquired a very important place in the present society affecting almost all aspects of human life. The prime concern of this technology is the better information management and its communication around the globe without hindrance of time and space. Wherever the information, knowledge, and wisdom is concerned the university comes as a generator of all these for the betterment of individual and eventually for society. The university is established for individual building, community building, saving national future and to play effective role in global affairs. In this age of information, universities or in broader terms our educational system cannot play effective role without adopting these new means of information management and communication i.e. computers and communication technologies. If we look over the nature of a university system and its management for computerization point of view, it seems much complex, and quite different from any other type of management. The university management comprises the student's management, academic management and university administration (personal administration, financial management and planning etc). Each of these units has quite different functions and follows entirely different procedures to achieve the defined aims and objectives. The university management differs from management of other government departments, Industries, multinational corporations not only in the aims and objectives but also in the nature of work and procedures followed. This complexity must be thoroughly understood, discussed and rectified before the planning for computerization of the university management. The computerization or application of information technology in universities has provided a chance to redefine and rectify the procedures, policies, decision making process etc to keep pace with the time.

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Need for Computerization of University Management

The university being an information/knowledge producing institution needs the computerization and networking to compete with the academic community of the rest world. The application of the new means of information management and communication in the university is also essential. The universities need the application of these technologies :

1. To accelerate the decision making process for better planning and administration by eliminating the barriers of time and space in communication.
2. To avoid the duplicity and to improve the standards of the education, research and development by providing the common forum of discussion to the members of the university and academic community of the world.
3. To provide the better exposure of information technology to the society.
4. To decentralize the university system by insuring the free flow of information to all at any time anywhere.
5. To offer the education at doorstep and for reducing the crowd of students from university campus and in turn to balance the growth rate of universities with the growth rate of population.
6. To make university system objective, accountable and result oriented.
7. To develop better co-ordination among university members and also to make university system more transparent.
8. To reduce the cost and volume of documentation.
9. To ensure the best possible use of all available resources.

Apart from above points application of Information Technology in university will certainly bring all the benefits of free flow of information and togetherness. Let us accept it as a means of bringing together the decision-makers, academicians, educational administrators and students, who are scattered around the globe. It must generate better environment of integration and co-ordination and will improve the quality

and reduce the duplicity in education, management, research and development works of the universities.

Planning

The long-term strategic planning based on critical analysis is required to transform traditional university management into computer based objective and result oriented management. It is needed to adopt democratic model of administration with clearly defined objectives and responsibilities of each individual for performance evaluation and proper monitoring. The plan should be able to provide the complete vision and anticipation of computerized university management. It may be divided in two steps as follows :

- i. **Analysis :** It is most important and crucial part for planning of computerized university management. It requires the complete analysis of present university system. Before thinking about computerization we have to have clear-cut factual vision about the functions, processes, activities and ultimately the objectives of the university to be computerized. It requires the crystal clear concept about the objective/s and their fragmentation in various process by which, it is anticipated to achieve the defined objective/s. It may be done by applying principles of Management by Objective (MBO) rather than Management by Crisis and Concealment. Management by Objective. MBO as defined by George S. Odiorne is "a process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major area of responsibility in terms of results expected from him/her, and use these measures as guidelines for operating the unit and assessing the contribution of each of it's members." The computerized university management system should be able to utilize all available resources in effective way to produce best results so, fragmentation and analysis of the present system is a must to formulate the guidelines for anticipated system. It will also provide a chance to redefine and reform the obsolete procedures and policies.
- ii. **Feasibility study :** To evaluate the benefits of the computerization it is necessary to compare the present and projected university management system and study of practical applicability of the projected system. To select the most suitable software for defined objectives, comparison between projected university management system and application of the software available in the market. Discussion with software developer is also necessary

as it requires the detailed information about the available softwares. Each of its function should be tallied with the guidelines of the requirement, that are prepared on the basis of analysis.

Implementation

- i. **Selection of Application Software, Hardware and Operating System** After analysis, feasibility study and defining guidelines and need of the university and their comparison with available application softwares, following factors should also be considered before final selection and procurement of a suitable application software/s for university management.

- a. **Integrated** The application software should be integrated. Either it should have programs to do all the required functions or it should be amenable to all other application softwares used for different works of the university management, so that data entry work could be reduced and interrelationship between all the sections could be developed and maintained. It should also be able to accommodate the data of Roman, Devanagari and other Indian languages in their own script simultaneously.

Software should have compatibility with the Internet; it is required to host the university data on Internet, which is needed to make university available and accessible around the globe. It has been observed that Indian universities have not been integrated and computerized with the networking, which is now a part of computerization. It is networking which has uplifted the computer technology. So computerized university management system should be able to provide the data and information regarding complete university — academics, students, accounts & finance, personnel and library etc — from a single node of the system and this system should be networked with other similar organizations. We have to treat university as a whole. One major problem in this way is fear to loose personal identity. This should be eliminated and the process of computerization should be initiated simultaneously from Arts faculty to Technology department. The same procedure should be followed within the different departments/ functionaries. Studies show "that the payroll is the single application which has found its

(Contd. on page 20)

Expenditure on Education and Health as Percentage to Total GNP of Selected Countries

Country	GNP		Public Expenditure on		Percentage of	
	per capita				People in	
	(US\$)		Education	Health	poverty — 1990	
	1994	1996	(as % of GNP) in 1993-94	(as % of GDP) in 1990	Urban	Rural
SAARC						
1. Bangladesh	220	260	2.3	1.4	56	51
2. India	320	380	3.8	1.3	32**	37**
3. Maldives	950	1080	8.1	—	—	—
4. Nepal	200	210	2.9	2.2	19	43
5. Pakistan	430	480	2.7	1.8	20	31
6. Sri Lanka	640	740	3.2	1.8	15	36
Other Asian and Pacific						
7. China	530	750	2.6	2.1	—	12
8. Indonesia	880	1080	1.3	0.7	20	16
9. Malaysia	3450	4310	5.3	1.3	8	23
10. Philippines	950	1160	2.4	1.0	40	54
11. Rep. of Korea	8260	10610	4.5	2.7	5	4
12. Thailand	2410	2960	3.8	1.1	7	29
13. Australia	18000	20090	6.0	5.8	—	—
14. Japan	34600	40940	4.7	5.2	—	—
15. New Zealand	13350	15720	7.3	5.9	—	—
Africa						
16. Ghana	410	360	3.1	1.7	59	54
17. Kenya	250	320	6.8	2.7	—	—
18. Nigeria	280	240	1.3	1.2	—	—
19. South Africa	3040	3520	7.1	3.2	—	—
20. Uganda	190	300	1.9	1.6	25	23
21. Zambia	350	360	2.6	1.0	—	—
North America						
22. Canada	19510	19020	7.4	9.0	—	—
23. USA	25880	28020	7.0	13.3	—	—
South America						
24. Argentina	8110	8380	3.8	2.5	15	20
25. Brazil	2970	4400	1.6	2.8	38	66
Europe						
26. France	23420	26270	6.0	9.1	—	—
27. Germany	25580	28870	5.4	9.1	—	—
28. Russian Federation	2650	2410	4.4	—	—	—
29. United Kingdom	18340	19600	5.3	6.6	—	—

Human Capital Formation Indicators of Selected Countries

Country	Population	Population	Scientists	R&D	Pupil-teacher	
	Per Doctor	Per Nurse	and	Scientists	ratio 1992	
			Technicians	and		
			(Per 1000	Technicians		
		persons)	(Per 1000			
	1988-91	1988-91	1986-91	1988-95	Primary	Secondary
SAARC						
1. Bangladesh	12,500	20,000	0.5	—	63	28
2. Bhutan	11,111	6,667	—	—	31	13
3. India	2,439	3,333	3.5	0.1	48	33
4. Nepal	16,667	33,333	0.5	—	39	34
5. Pakistan	2,000	3,448	4.0	0.1	41	19
6. Sri Lanka	7,143	1,754	—	0.2	29	20
Other Asian and Pacific						
7. China	—	—	8.1	0.3	22	15
8. Indonesia	7,143	2,857	12.1	0.2	23	14
9. Malaysia	2,564	—	—	0.1	20	19
10. Philippines	8,333	—	—	0.1	34	33
11. Rep. of Korea	1,205	1,538	45.9	2.6	33	24
12. Thailand	4,762	1,064	1.2	0.2	17	18
13. Australia	—	—	48	2.0	—	—
14. Japan	—	—	110	6.0	—	—
15. New Zealand	521	—	253	2.0	—	—
Africa						
16. Ghana	25,000	3704	1.5	—	29	18
17. Kenya	20,000	9091	1.3	—	31	17
18. Nigeria	5,882	1639	1.0	—	39	27
19. South Africa	—	—	—	0.3	27	26
20. Uganda	25,000	7143	—	—	32	15
21. Zambia	11,111	5,000	4.4	—	—	—
North America						
22. Canada	446	—	174	2	—	—
23. USA	—	—	55	12	—	—
South America						
24. Argentina	329	1786	28.4	0.3	16	8
25. Brazil	847	3448	29.5	0.2	23	13
Europe						
26. France	333	—	83	3	—	—
27. Germany	—	—	86	3	—	—
28. Russian Federation	210	—	—	4	—	—
29. United Kingdom	—	—	—	2	—	—

Source: Mukhopadhyay Swarna, Socio Economic Indicators for Selected Countries, Manpower Jr. 34(4) 1999, Pp. 71-8.

(Contd. from page 17)

place in many institutions followed by admission, examination and accounting. In long run it will require much more resources and duplicity than an integrated system. Very few universities have computerized their libraries though, the library is the common place of knowledge loving people of the university.

- b. **User-friendly** The selected application software should be user-friendly, menu driven and easy to use. It should be developed in the latest programming language on latest operating system with latest user interface.
- c. **Cost effective** The software must be cost effective, in terms of its present version and also regarding the revision policy. Conditions for software code transfer should also be cleared and verified before final selection.
- d. **Reputed, Tested and Verified** If there is any such institution which is already using application software/s under consideration for selection, it must be consulted to know their views and practical experience before final selection.

On the basis of selected application software, the hardware and operating system (System Software) with latest configuration and latest version should be purchased only from authorised dealers. The terms of warranty, Annual Maintenance Contract (AMC), after sale service and technical support should be negotiated and verified before placing purchase order.

- ii. **Basic Training** Experiences and studies show, that computer network not only brings people and departments together; but also it may dissect and create a condition of suspicion among networked people and departments. So, first of all it is needed to create an adaptable environment and right perception regarding use and benefits of computerization among university members by proper training and demonstration. It could be done by training the operational staff or key persons and provide exposure to information technology and its application in university management. The active involvement of managerial staff of the university in basic training is also a must.
- iii. **Commissioning** It includes the Site preparation, Installation, Object oriented training and practice. Site preparation and Installation of the computer system as per predefined guidelines is fol-

lowed by selection and procurement of software and hardware. Here one computer terminal is made available to each personnel, which is networked with main server so it is a must to provide operational knowledge for doing allotted work to each person separately. It is needed to accept computer technology as tool for refinement in our academic and managerial process rather than refining and fascinating the documents. It needs object oriented training and right foresight of defined objectives. Sarla Achuthan finds in her study that the low use of computers in the area of administration is due to the fact that administrative staff has not been given proper training, she finds that it is highly desirable to develop end-user computer environment in the universities. As use of computer technology in research work she finds that wherever the hardware and training facilities are appropriate the use of computers is much higher and its impact on research is significant. This would be possible only through proper function oriented training programs and integration within various functionaries of university by networking. This type of training should be provided through on site or off site demonstration by software vendors and/or other similar authorized agencies/computer science departments of the university etc. The manuals for each function separately should also be prepared and distributed to concerned personnel.

- iv. **Feedback** The feedback of operational staff during object oriented training and practice should be analyzed and evaluated in terms of previously defined guidelines. If found necessary to modify the software accordingly, it should be sent to software vendor/developer.
- v. **Customization/Refinement** It is necessary to get the modified software or short programs of modification and install them to evaluate in terms of changes brought out and feedback sent.

Problems and Prospects with Specific Reference to Indian Universities

If we look over the benefits and need of computerization and networking of university management, it brings much bright picture, but when we analyze the present conditions of our universities — for application of information technology — it does not give any encouraging view. Here we have to think "computer will change us or we will to change ourselves accordingly." "Will computer open the doors of that golden world for us or we will open the doors of our

mind and make ourselves able to face that world." "Will computer use us or we will use computers as we like." It is high time to analyze and answer these questions before planning for computerization, because mere installation of computers certainly does not mean the computerization, the actual computerization which begins after system installation is quite complex and specially for university management, it is more complex than any other organization. Some of the basic hindrances that must be eliminated may be identified as :

1. Resources : Competent Human Resource, Material Resource
2. Infrastructure : Power Supply, Communication means
3. Policies : Opinion and attitude of decision-makers regarding the perceived role and likely impact of computers on the educational system and the society at large.

There is a great thrust of infrastructural development to explore the technology in the university and accordingly in the society. Michael Antony opines that the exploration and growth of any new technology depends on the technical capabilities, policies and infrastructure of the country/society. The same thing is needed for the exploration of information technology in the Indian universities but unfortunately if we look over the present conditions of our universities it seems very difficult to computerize and network universities in present circumstances. On the level of infrastructures development universities found them helpless but on university policy level, to uplift the conditions we have to go in the root causes and take some strong decisions with objectivity and accountability. It needs the refinement of traditional university management, which now became obsolete and out of context.

As we all are aware about the importance of human and material resources for the computerization. With out these two we cannot even think about computerization and networking. Unfortunately in our universities we lack both these resources. Being knowledge and information producing organizations it is expected from universities to find out the ways and means to utilize the least resources for best possible uses. The exhaustive study and research must be conducted on this urgent requirement. It is quoted as an urgent requirement because; the growth and exploration rate of Information technology is much higher than any other previous technology. A study shows that Information Technology had reached to

10 crores peoples in only three years while Radio had taken 30 and Television 15 Years. In addition to it, its application in all walks of life have provided big boost to the consumerism and as a basic principle of this particular phenomenon, we have to consume and exploit Information technology for best possible uses as soon as possible, otherwise we will get consumed by it.

The technology is still not integrated with the society and due to this rift a new class of informed and uninformed peoples is emerging. The information is treated as the commodity or resource for development so, the informed class of the society certainly has the monopoly over these resources and commodities, and accordingly monopoly on the development and growth. In case of universities and other educational institutions, the impact of computer technology seems to be still limited to a few prestigious institutions/universities and within these universities up to some departments. This situation only can be changed by exploration of the awareness about the information technology in the society. Here universities have a great role because the universities are typical replicas of our society where the students of all-social strata and mental level come to study and learn. Here they can learn to use technology for their betterment. In addition to it universities also have to computerize and network themselves to get in touch with the ever expanding information society, unless and until they will not do the required home work for computerization and networking they would not be able to adopt and utilize Information Technology effectively. As a result they will not be able to play their role in changing scenario. Here the example of sharply increasing number of WEB Universities may be taken as an alarm.

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Ideal Approach for Making the Future Happen

Dr. Manmohan Singh, Leader of the Opposition in Rajya Sabha and Former Chairman, University Grants Commission and Finance Minister, Government of India delivered the Convocation Address at Banasthali Vidyapith, Banasthali, on March 20, 1999. He said, "India's vast human and material resources, if properly mobilised, ought to make India the most successful story of the first half of the Twenty-first Century. Here then is a challenge for all of us : to nurse and encourage the right type of leadership so vital for our well being and the well being of our children and grandchildren. The new urgency is how to prepare the nation to meet the future. The nation requires a firm sense of direction and a leadership which is committed to making the future happen." Excerpts

Both ancient Indian Scriptures and the Greek philosophers tell us that a human being consists of three elements — body, mind and spirits. Thus a sound educational system has to lay adequate emphasis on all the three elements which shape the human personality. This Vidyapith is the embodiment of the highest sense of idealism, patriotism and service to humanity which characterised the life and work of its founder, the late Pandit Hiralal Shastri. The Vidyapith's aim of a full and integrated development of student's personality has found concrete expression in the form of Panchmukhi Shiksha which attempts a balance of the five aspects of education namely — physical, practical, aesthetic, moral and intellectual. The Vidyapith has an outstanding record of contributing to women's education and I congratulate Shri Diwakar Shastri and his colleagues for their sustained dedication and commitment to this cause. It goes without saying that balanced social and economic development and the regeneration of Indian polity and society cannot be achieved unless our women truly become equal partners in processes of development. Education

is probably the most important means of empowering our women to realise full development potential. Hence great importance attaches to the noble efforts being made by this Vidyapith in the cause of women's education. I congratulate all those student who have earned their degree and diplomas after diligent pursuit of their studies. I convey to them my best wishes for the future.

Our country has made impressive social and economic progress since independence. Yet it is also a fact that the pace of development has fallen far short of the aspirations and the objective potential of our people. We stand on the threshold of a new century and a new millennium. The foremost challenge before our country is to get rid of the chronic poverty, ignorance and disease which still afflict millions of our people. For this purpose, we need a rapidly expanding economy which can generate every year enough new jobs to provide gainful employment to the new entrants to our labour force. Simultaneously, we have to improve the productivity of our agriculture, particularly of small and marginal farmers, and

small scale industry so that the fruit of development is widely shared. We need rapid expansion of our physical infrastructure consisting of roads, railways, power, telecommunications and ports. India's financial system consisting of banking, insurance and capital markets needs to be further modernised. Simultaneously, we need to invest more in basic social services such as education and health. In addition, we must build credible social safety nets to protect the weak and vulnerable section of our people during the phase of transition to a more dynamic economy. In planning our future development, there must be greater sensitivity to gender related issue of equity and environmental concerns. We must evolve patterns and styles of development which will enable us to live in harmony with nature thereby avoiding the degradation of our land, water and air resources.

The Government at all the three levels — Centre, States and Panchayati Raj Institutions — will have to play a more dynamic role in steering the Indian economy along the desired path. This will require modernisation of the Indian State to make it more efficient and more sensitive to the felt needs of our people. There is need for major changes in our electoral system and public administration to deal with the cancer of corruption in our public life. Wherever possible decision making processes and implementation of development programmes ought to be decentralised to the maximum extent possible so as to improve both efficiency and accountability. Greater emphasis on the role of Panchayati Raj institutions and the non-governmental voluntary organisations can lead to a significant improvement in the delivery systems of public services such as

systems of public services such as education and health. All this requires a new mass movement for the mobilisation of the resources of the civil society. People must learn to be self-reliant and shed the mentality of excessive dependence on government for meeting all our needs.

Without effective mobilisation and involvement of the civil society, development activities cannot take deep roots. Pt. Jawaharlal Nehru laid considerable emphasis on this aspect. In an address to the Silver Jubilee Convocation Lucknow University on 28th January, 1949, he said :

After all, you must understand in a democratic country especially, you cannot expect the government just to pass laws and do everything for you. It is an astonishing thing that you and I and most of us have not got rid of the habit of inaction we developed under British rule.....I am talking about the habit of mind which the British Government tried to inculcate, talking about themselves as MA BAAP government; that is, the government is to do everything, the people are merely to send in petition to some government official and he will graciously pass orders on them. That is not the way that a democratic government functions.

He went on to say :

Today, we have to tackle intricate social and economic problems. Those problem cannot be tackled by a *firman* or decree by the Government. There must be right laws. I agree that Government activity must be right and ought to be right. But in such economic matters Governmental activ-

ity goes only thus far. It is the activity of the people, it is the temper of the people, and the cooperation that the people in general give that will solve these problems this way or that. And I tell you that the best of our laws or activities of Government can be, if not nullified, lessened greatly in effect if there is no will to work

in the people or to cooperate to that end.

Pandit ji concluded:

So the essential thing is how to develop that psychology of work and cooperation among the people. And today, if we are suffering from anything in India it is the absence of that right psychology.

CORRIGENDUM

In partial modification to Notification published in the *University News* Vol. 37, No. 22 dated May 31, 1999, the term "Recognition of Foreign Degrees" be replaced by "Grant of Equivalence to Foreign Degrees"

The Notification will now reads as follows :

Association of Indian Universities

Notification No. EV/1/1999 Dated : 16.8.1999

The Association of Indian Universities (AIU) will consider the grant of equivalence to degrees awarded by foreign universities operating in India in collaboration with various academic institutions, subject to the following conditions :

- i) The Indian institution has adequate infrastructure and facilities as substantiated by the report of a Review Committee of the AIU;
- ii) The programme is implemented jointly by the foreign and Indian universities, or academic institutions affiliated to them, with both contributing to academic programme in approximately equal measure;
- iii) The foreign university gives an undertaking, in the form of certificate that the degrees/diploma awarded to the students in India would be considered as equivalent to the corresponding degree/diploma awarded by the University at home; and that it would be recognised in that country as being equivalent to the corresponding degree/diploma of the awarding University.

The inspection of facilities on the Indian campus as mentioned in (i) above will be done by a Review Committee, to be appointed by the Association of Indian Universities.

The foreign university applying for such equivalence shall initially pay Rs. 20,000/- as application fee, along with their application. It shall also defray the travelling and boarding/lodging expenses of the members of the Review Committee.

The report of the Review Committee, will be considered by the Equivalence Committee/Standing Committee of the Association and if approved, equivalence will be granted subject to payment of Rs. 50,000/- as 'Accreditation Fee.'

The Accreditation will be valid for 3 years.

These remarks were made in 1949. However, I doubt if the situation is any different today after nearly 50 years. If anything, the way the game of competitive politics is being played in our country, the situation may have worsened. The politics of patronage and pursuit of excessive populism have given rise to all pervasive feelings of dependence and passivity among the people.

Decentralisation of development programme, particularly the association of Panchayati Raj institutions in their design and implementation, will no doubt promote and encourage people's participation and cooperation. But it is equally necessary to mobilise other elements of the civil society as well. These include: non-governmental voluntary associations engaged in grassroot development work, the cooperative movement, consumers' and users' associations, associations of industry, trade and professional workers. A strong cooperative movement freed of excessive government regulation and control has immense potential for mobilising the resources of the civil society. A strong consumer movement can act as a powerful countervailing force against over-pricing of goods and miss-declaration of quality on the part of manufacturers. Non-governmental voluntary organisations can greatly contribute to the empowerment of the poor by giving them proper information about the various beneficiary oriented government schemes, thereby reducing the scope for leakages and misuse of funds. The excellent work being done by Anna Sahib Hazare in rural areas of Maharashtra could be a pace setter in this regard. Similarly, the pioneering work of Shrimati Ila Bhatt in organising the poor self-employed women in the informal sector through SEWA and SEWA

Bank suggest new pathways to self-reliant and people centred development at the grassroot level. Local communities, properly mobilised, can play a major role in the provision and management of basic social services such as elementary education, primary health care, family planning, sanitation and environment protection measures. Industry and trade organisations could be sensitised to formulate and enforce codes of conduct for good corporate governance taking into account the interests of all the stakeholders — shareholders, workers and consumers. Similarly, intellectually alert and ethically motivated professional bodies such as the Chartered Accountants and Tax Consultants' Associations could play an important role in reducing the extent of tax evasion as well as the harassment that our people often feel in dealing with the tax authorities. Thus the mobilisation of civil society at all levels can greatly enhance the effectiveness of our development programmes. An educational system which lays equal emphasis on both rights and obligations of citizens in a democracy can play a major role in facilitating this mobilisation.

My teacher at Cambridge University, the late Lord Nicholas Kaldar used to emphasise that the effectiveness of any economic and social system is determined fundamentally by the character, motivation, ethical standards and the mindset of all those who make the crucial decisions of the nation's social and economic life. These include politicians, top civil servants, top businessmen, top scientists and technologists, top academic functionaries as well as trade union leaders. Thus in the final analysis, the quality of a polity depends on the quality of its leadership. As pointed out by the International Commission on Glo-

bal Governance in its recent reports, the world today requires enlightened responses to the many challenges it faces and to that end it needs credible and sustained leadership, a leadership that is 'proactive and not simply reactive, that is inspired, not simply functional, that looks to the longer term and future generations for whom the present is held in trust; leaders made strong by vision, sustained by ethics and revealed by political courage that looks beyond the next election'.

Ladies and Gentlemen, that indeed is the crux of the matter. Nearly one-sixth of humanity lives in India. The type of leadership we nurse and sustain will no doubt have a crucial bearing on the outcome of India's grim struggle against poverty, ignorance and disease. But in the process it may also influence the course of world history. For nowhere else is a nation of 950 million people seeking to realise its vast latent development potential in the framework of a democratic polity. India's vast human and material resources, if properly mobilised, ought to make India the most successful story of the first half of the Twenty-first Century. Here then is a challenge for all of us : to nurse and encourage the right type of leadership so vital for our well being and the well being of our children and grandchildren. The new urgency is how to prepare the nation to meet the future. The nation requires a firm sense of direction and a leadership which is committed to making the future happen. Education has to play a leading role in training leaders who are well equipped to meet the challenges that lie ahead, and are committed to the pursuit of excellence, social equity and high ethical standards. This Vidyapith has been a pathfinder in this direction. □

CAMPUS NEWS

Admission to Distance Education Courses

The Vice-chancellor of Kurukshetra University, Dr. M.L. Ranga disclosed that the Directorate of Correspondence Courses of the University has released its schedule of admission of various courses run by the Directorate. He said that the admissions without late fee will remain open upto 30.9.99 whereas admission with late fee of Rs. 200/- upto 31.10.99, with late fee of Rs. 400/- upto 30.11.99 and with late fee of Rs. 500/- upto 31.12.99. However, last date in the case of M.Phil Courses will be 30.9.99 without the provision of late admission.

Mr. L.C. Gupta, Director of the Directorate disclosed that, apart from traditional courses like B.A., B.Com., M.Com., M.A. History, Political Science, Hindi, English, Economics, Public Administration, Punjabi, Sanskrit, M.A./M.Sc., Mathematics. The Directorate of Correspondence Courses of Kurukshetra University has many other job-oriented Professional Courses which include B.B.A., B.Lib. & Inf. Science., Post Graduate Diploma in Computer Applications, P.G. Diploma in Tour & Travel Management, P.G. Diploma in Tourism & Hotel Management, P.G. Diploma in Marketing Management, Diploma in Library & Inf. Sc., Certificate Course in Computer Applications, P.G. Diploma in Translation (Hindi/English) and P.G. Diploma in Journalism & Mass Communication, Master Courses in Library & Inf. Sc. and Master of Financial Management. The Directorate has started some new job-oriented Professional Courses of Post-Graduate Di-

ploma in Export Marketing Management, Master of Marketing Management and B.C.A. (Bachelor of Computer Applications).

Disclosing about several innovative measures introduced by the Directorate, Mr. Gupta told that regular enquiry on all matters relating to distance education courses (enquiry counter), prospectus, banking service for depositing fee at the counter of the Oriental Bank of Commerce within the premises of the distance education building, counseling centre for the guidance of the students to help the candidates in filling up the admission forms and guide them on other facilities which have been made available for the admission seekers. All courses of the recognised Universities/Boards stand recognised by the Kurukshetra University for the purpose of admission to the distance education courses.

In order to make the facilities of higher education available at the door step, the University has collaborated with the Zee Education of Zee TV group for running the distance education courses through its around 150 centres in different parts of the country. To begin with, the centres of Zee Education will make admissions for the courses of B.C.A., B.B.A., B.Com., P.G.D.C.A. and C.C.A. Through another pact, the University has collaborated with Wisdom Educational Institute, Dubai (UAE) with its centres in Abu Dhabi and Doha for making admissions and providing coaching and counseling for its distance

education programmes to the students in gulf countries.

ICSSR Workshop on 'Access to Social Science Information'

Information technology has become the chief determinant of the progress of any nation. Information technology is breaking all geographical barriers and building new linkages through sharing information and exchange, encompassing the entire gamut of human activities and knowledge. The vast collection and storage of data has been made possible due to use of modern electronic devices. To utilize and convert these expanding databases into useful knowledge, the usage of information technology techniques is absolutely essential. Various databases are now available on CD-ROMs, on-line etc which are of immense help to social scientists, researchers, government organizations and other agencies.

With the emergence of Internet the global connectivity of computers has become a reality. Internet, E-mail and World Wide Web (WWW) has emerged as the core and foundation of the information infrastructure. The use of these information technology techniques in accessing useful information, requires regular training and exposure.

Lack of knowledge of using information technology techniques and insufficient awareness of available sources and data are the major bottlenecks. A large number of users of information, particularly, from social and human sciences are not in a position to fully utilize such information

sources. It is therefore, necessary that potential users of social sciences information need to be exposed to the use of information technology techniques.

Recognising the need, the National Social Science Documentation Centre, (NASSDOC) New Delhi and Centre for Research in Rural & Industrial Development (CRRID) are jointly organising a 4 day training workshop on Access to Social Science Information from 6-9th September, 1999 at CRRID, Chandigarh under Indo-Dutch Program on Alternatives in Development (IDPAD)-Exchange of Literature, Documents and Data (EOLDD) program. The workshop is sponsored by ICSSR : Indian Council of Social Science Research, New Delhi. WOTRO : Netherlands Foundation for the Advancement of Tropical Research, The Hague.

The focus of this workshop will be to provide the participants sufficient exposure on latest information technology techniques through presentations, discussions, demonstrations and hands-on-workshop.

The course content for the workshop is Social Sciences and Information Revolution; E-mail and Internet Services; Websites; CD-ROM databases and their Access; Social Sciences Information Sources : National International, Statistical.

Participants can be the Social Scientists/Research Scholars/University Teachers/Social Science Information Users/Information intermediaries/Librarians etc.

For more information contact : Mr. Rashpal Malhotra, Director, CRRID, or Mr. Sanjay Gupta, Programme Coordinator, Sector 19-A, Madhya Marg, Chandigarh-161 019. Tel : 0172-775136/546022, Fax : 0172-775215, E-mail :

sscrrid@ren.nic.in or crridchd-@ch1.vsnl.net.in OR Dr. K.G. Tyagi, Director, National Social Science Documentation Centre, (ICSSR), 35, Ferozeshah Road, New Delhi-110 001. Tel : 011-3385959 Fax : 011-3381571, E-mail : postmast@nassdoc.delnet.ernet.in

Seminar on Issues Before WTO Meet

The Institute of Transport Management, Andhra University, Centre for SAARC Studies, Andhra University and GITAM Institute of Foreign Trade, Visakhapatnam had jointly organised a half-a-day seminar on "Issues Before the Third Ministerial Meet of WTO at Seattle" recently.

The previous meetings held by World Trade Organisation (WTO) brought out a number of agreements. Non implementation of many of these agreements has adverse impact on the export interests of developing countries. At present some of the countries in Asia have been suffering from financial crisis and in some other parts of the globe recession has been hanging over. Issues relating to the interaction between trade and competition policy are complex and they would require comprehensive studies and in-depth investigations. While the benefits of having competitive regime are plenty, it has also become clear that no single model has been found successful in a particular country, necessarily producing the same effect in another country. In the light of the present environment, the seminar is held with the main theme of focusing light on the changes to be introduced in the Articles of WTO Charter to protect the interests of developing countries, particularly India. Further, the seminar also aimed at developing strategies to impress the member developing countries to

press for implementation of the previous agreements which are relatively beneficial for the developing countries. The seminar had the participation of experts in the areas of Economics, International Trade, Commerce and Law.

Prof. R. Radhakrishna, Vice-chancellor, Andhra University inaugurated the seminar in the Conference Hall of Institute of Transport Management. Prof. Radhakrishna brought to surface that the crisis in the global financial markets had a profound impact on normal international financial flows. He identified that the share of India in the World Trade is only 0.6 per cent and he expressed the hope that if we could raise the share of global trade to one per cent, most of our balance of payments problems would be tided over. He expressed anguish on the predominance of industrialised countries in either pushing through the distant trade related issues and those problems which are not of direct relevance to the developing countries. Finally he stated that in the last two meetings of the WTO, the developing countries stressed for the implementation of the agreements that were entered in the previous meetings and stated that in the coming ministerial conference at Seattle the member countries will be forced to take up apart from implementation concerns of the developing countries, new issues which are relevant to world trade. Sri M.V.V.S. Murthy, an industrialist and ex-member of Parliament in his address informed that the commitments in the previous WTO agreements had to be implemented in the letter and spirit. India's commitment to a fair, equitable and more open rule-based system was reiterated. Progressive liberalisation and elimination of tariff and non-tariff barriers in

trade in goods and progressive liberalisation of trade in services have to be stressed upon in the Seattle Meeting. Finally he opined that market access to the developing countries and in particular to the least developed countries should be provided.

Prof. V. Ramachandraiah, Dean, Academic Affairs, GITAM Institute of Foreign Trade in his Keynote Address made a critical analysis of the WTO's performance and the approach that India had to follow in the coming Seattle Meet. He identified that 29 Agreements and a number of resolutions were passed by the GATT in 1994 many of which are yet to be implemented. In the PUNTA DEL ESTE Declaration (1986) and also in Marrakesh Agreement (1994) among others it has been stressed that "There is need for positive effort designed to ensure that the developing countries especially the least developed among them secure a share in the growth in international trade commensurate with the needs of their economic development." He also identified that the manner in which other WTO members implement various agreements like Technical Barriers to Trade and Sanitary and Phyto-sanitary measures have had an adverse impact on the export interests of least developed countries.

On Trade and Competition Policy he stated that antidumping action leads to suppression of competition with a view to maximising national benefits. Another conflicting area is anti competitive practices of Multi National Companies such as quotas in textiles, tariff quotas in agriculture, subsidies which distort competition. Talking about the strategy India has to follow at the Seattle meet he pointed out that the agricultural negotiations have to aim at further

substantial commitments in market access, export competition, reduction of domestic support and honouring of special preferential treatment. Though agriculture and agricultural products play a significant role in our export trade, due to lack of market access by way of tariffs and non tariff measures India could not make a break through in this sector in overseas markets. India calls for the early implementation of Agreement on agriculture by ensuring that agricultural subsidies are completely eliminated and tariffs and non tariff barriers are brought down to the realistic levels. It is essential to note that in the times to come the 10 per cent de minimus level presently provided under the AMS may not be sufficient for developing countries to give the kind of support needed to alleviate poverty and sustain rural development. High level of average tariffs on agricultural products relative to average tariffs on industrial goods have been causing concern to developing countries.

Notwithstanding the agreement on subsidies and countervailing measure, unfair use of countervailing measures by developed countries in order to impede market access for goods from developing countries has been standing in the way of trade expansion of the developing countries. There is also need to review special and differential treatment with respect to prohibition on export subsidies. Increased use of safeguards by certain members has been impeding the efforts of further trade liberalisation.

Regarding services it is disappointing to note that in the area of importance for developing countries in general and India in particular viz., movement of natural persons the results have been most unsatisfactory.

He also observed that the special and differential treatment to developing and least developed countries in various WTO agreements in the nature of "best endeavour" clauses is virtually ignored in the process of implementation of agreements.

Under paragraph 1x of Article XVIII it is stated that a developing country may maintain Quantitative Restrictions (Q.R.) on Balance of Payments Criteria "in order to safeguard external financial position and to ensure a level of reserves adequate for the implementation of its programme of economic development." In case of India which maintains fewer Q.Rs on consumer goods, the developed countries dragged India to the Disputes Settlement Mechanism questioning the veracity of maintenance of Q.Rs.

Another anomaly is the de minimus law of anti-dumping measures. No dumping duty can be imposed if the dumping margin is below two per cent of export price. As many of the export products of developing countries are labour intensive and produced in small and medium enterprises, imposition of anti dumping duties has been creating serious adverse effects on the functioning of these units. This needs to be looked into and trade minimised margin should be raised to 15 per cent. Similarly, the de minimus level below which countervailing duties may not be imposed has been fixed at 3 per cent for developing countries. This too is inadequate. This may be raised to 15 per cent in the case of developing countries.

The WTO permits the formation of Regional Trading Agreement (RTA). They are in substantially larger interest of the members. The legal implications of this clause are varied and wide. To pro-

vide greater security and predictability, the existing WTO rule relating to RTAs should be clarified.

In the technical Session six papers were presented. Prof. D. Panduranga Rao, Professor, Dept. of Commerce & Mgt. Studies and Director ITM, Andhra University, (Co-authored by Dr. M. Sarveswara Rao) in his paper "India and trips commitment" stated that TRIPS agreement covers norms and standards for seven types of intellectual property. He emphasised that India through law, policies and regulations is already in compliance with the Trips standards. While stating the gap in the Acts dealing with products and services that come under TRIPS strongly felt the need to amend the Acts quoting the example of Basmati Rice with Rice Tech of USA. On patents he observed that in India mostly process patents exist and the duration of the patents is small and suggested that product patents be given in all fields of technology without exception and provide for 20 years uniform duration.

Prof. V. Ramachandriah, Dean (Academic Affairs), GITAM Institute of Foreign Trade in his paper "Multilateral Trading System : WTO and India" while reviewing the developments in GATT and the birth of WTO presented the Role of WTO. He urged that the agreement entered in the Uruguay Round be implemented seriously in a given time frame. Future negotiations have to focus on agreements that result in fair distribution of rising World Trade to Developing and least Developed countries also. He concluded telling that National Governments be given authority to fix rules on Foreign Investment.

Prof. J.V. Prabhakara Rao, Head, Dept. of Commerce and

Management Studies, Andhra University in his paper 'World Trade Organisation at Cross Roads' identified discriminating behaviour of some developed countries at the cost of some other developing countries in terms of trade and also pointed out increasing complexities in International Trade. He raised a number of problems with which the WTO is facing. He suggested the way India has to present its case in the coming Seattle meet.

Smt. T. Nirmala Devi, Associate Professor, Centre for SAARC Studies, Andhra University in her paper "WTO Issues and concerns of the Developing Countries : The case of SAARC" explained the place of SAARC countries in world Trade and discussed the problems of SAARC Countries in terms of legal system etc, excessive anti-dumping duties imposed by E.U. Countries on SAARC Goods.

Dr. D.S. Prakasha Rao in his paper "Issues Before WTO — An Indian Perspective" felt that opening of Indian Economy to International Trade through too much mechanisation may result in loss of livelihood to rising million of Indians.

Dr. Y. Satyanarayana, Associate Professor of Law, Andhra University in the paper "International Commercial Arbitration — Some legal perspectives" expressed that with rising International Trade disputes are getting more complicated. He felt that the Arbitration mechanism be such that disputes are settled speedily. He concluded that the Arbitrators be given the choice to decide the law to be used.

Recommendations of the Seminar

The Seminar has set the right tone and provided thought for further discussions on International

Trade and the role of WTO. This Seminar has identified various deficiencies in the implementation of rules and regulations developed by WTO itself. Further, it focused light on the problems faced by India in taking up International Trade with Developed Countries and also identified the opportunities that have to be taken advantage by India. In a resolution the Seminar recommended the following :

1. To press for implementation of agreements entered in the Uruguay Accord.
2. To press for elimination of anti competitive practices of multinational companies such as quotas in textiles, tariff and quotes in agricultural products, and subsidies which distort competition.
3. SAARC Countries may propose to form a regional organisation to fight collectively for the benefit of these countries.
4. Relating to anti-dumping margin limit of three per cent of export price has been prescribed for developing countries and no antidumping duty can be imposed if the dumping margin is below the threshold limit. As many of the export products of the developing countries are labour intensive, produced in small and medium industries. India may propose to raise this limit to 15 per cent.

Degree to a Dignitary

Aligarh Muslim University, Aligarh is reported to confer the degree of D.Litt upon His Excellency Haji Abdul Aziz Umar, Minister of Education, Brunei Darussalam at a special convocation held at the Kennedy Hall recently.

On the occasion, the visiting Education Minister also laid the foundation stone for Prof. K.A. Nizami Centre for Quranic Studies at Sir Syed House.

Professor Honoured

It is reported that the services of Dr. A.K. Pasha, Associate Professor, Centre for West Asian and African Studies, School of International Studies, Jawahar Lal Nehru University, New Delhi have been placed at the disposal of ICCR, New Delhi, on deputation (foreign services) terms to enable him to serve as Director of Maulana Abul Kalam Azad Centre for Indian Culture, Cairo, Arabic Republic of Egypt, for a period of three years. It's a matter of prestige not only for the individual but for the university as well.

JNU Student Excels

Pratap Kumar Padhy, a Ph.D. student in the School of Environmental Sciences, Jawahar Lal Nehru University, New Delhi (JNU), is reported to have attended the First International Symposium on 'Issues in Environmental Pollution : The State and Use of Science and Predictive Models' held at Denver, Colorado, USA, some time ago. He also presented a research paper titled 'Total Non-Methane Volatile Organic Compounds in the Atmosphere of Delhi', co-authored by Professor C.K. Varshney. The paper was highly appreciated by some distinguished scientists in the field as it was the very first report on volatile organic compounds from a developing country.

Loyola College Celebrates Platinum Jubilee Year

Loyola College, Chennai entered its Platinum Jubilee year aiming to provide leadership in learning and set new standards in higher education. From mod-

est beginnings in 1925, the college has grown to become one of the respected institutions in the country.

Setting up of a computer academy to run short term courses and the building of an indoor stadium-cum-gymnasium and a new block are reported to be among the projects to be taken up during the Platinum Jubilee year.

Updating of the library and introduction of bar-coding, efforts to popularise and promote Internet usage among students and two new courses, MCA and M.Sc. (Bio-Technology) are also proposed to begin this year.

Commendable Achievement

Ms. Chitra Mangalaraj, Research Scholar, Physics Department of IIT, Madras has won the ERIC O. FORSTER Memorial Award for the *Young Researcher's Best Paper* for the research paper titled Dielectric Studies of Hydrogen Bonded Polar Binary Mixtures of Ethyl Benzoate with Aromatic Amines, presented by her at the 13th International Conference on Dielectric Liquids at Nara, Japan. The paper is co-authored by R. Dhamodharan, V. Madhurima, B. Subramanyam and V.R.K. Murthy.

Fellow of ASM-International

Dr. K. Sadananda, Visiting Professor, Metallurgical Engineering Department, of the IIT Madras has been elected as Fellow of American Society of Materials (ASM-International) for his distinguished contributions in the field of Materials Science and Engineering. The citation records the significant advances to the understanding of the mechanical behaviour of Superalloys and Silicides at high temperature. The honour will

be conferred on him on November 2, 1999 in Cincinnati, Ohio, during the ASM annual meeting. Dr. Sadananda heads Deformation and Fracture section at the Naval Research Laboratory in Washington D.C. and is currently at IIT Madras availing his Sabbatical leave.

MLAI Convention

The annual convention of the Medical Library Association of India (MLAI-99) shall be held from 2nd to 4th December 1999 at Mahatma Gandhi Mission Medical College and Hospital, Navi Mumbai. The theme of the Convention is 'Biomedical Information in the New Millennium'. The various subthemes are Biomedical Information and Library professional; changing scenario, Changing needs and approaches of users and role of Biomedical librarians, Multimedia based Databases, Telemedicine, Role of Information Technologies, Role of Biomedical Associations.

For further information kindly contact Dr. R.P. Kumar, Secretary, Medical Library Association of India, K-43 Kailash Colony, New Delhi-110 048.

ICSSR Workshop on Searching Social Science Information

The National Social Science Documentation Centre (NASSDOC) of the ICSSR, in collaboration with Nabakrushna Chaudhury Centre for Development Studies, Bhubaneswar proposes to organise a Training workshop on "Essential Skills for Searching Social Science Information" October 27-30, 1999. The venue of the workshop is Nabakrushna Chaudhury Centre for Development Studies, Bhubaneswar.

This Workshop is sponsored by Indian Council of Social Science Research (ICSSR) and Netherlands Foundations for the Advancement of Tropical Research, The Hague (WOTRO).

• The topics proposed to be discussed include : Characteristics of Social Science Information; Introduction to Information and Communication Technology; Major National and International Social Science Information Sources and Services; Statistical Databases; CD ROM Databases; INTERNET : Major social science web sites : Search Engines.

The training workshop is designed to benefit Social Scientists/ University Teachers/Research Scholars/Information Specialists and Librarians etc by providing hands-on-experience and exposure as on how to search effectively the information sources in social sciences.

Further details may be obtained from Director, National Social Science Documentation Centre-ICSSR, 35, Ferozeshah Road, New Delhi-110 001. Tel : 3385959 Fax : 91-11-3381571, Email: postmast@nassdoc.delnnet.ernet.in

National Seminar on "Fisheries Technology"

The Fisheries College and Research Institute, Thoothukudi, a unit of Tamil Nadu Veterinary and Animal Sciences University, (TANUVAS) Chennai organised a three day National Seminar on "Development and Transfer of Fisheries Technology" recently.

The seminar was inaugurated by Dr. M. Devaraj, Director, Central Marine Fisheries Research Institute, Kochi. Dr. R. Prabakaran, Vice-chancellor TANUVAS presided over the function and Dr. C.P. Verghese, Director, Central Institute of Fisheries Nautical and

Engineering Training, Kochi, released the souvenir. Dr. S. Ramachandran, Director, Institute of Ocean Management of Anna University, Chennai released the Seminar abstracts book.

About 120 delegates from all over the country participated in the seminar. Technical sessions were conducted on agriculture production technology, aquaculture systems management, aquaculture disease management, aquaculture nutrition, aquaculture hatchery management, fishing technology, fish processing technology, fisheries biotechnology and fisheries economics and extension.

Besides, a fisheries exhibition comprising 20 stalls put up by firms relating to fisheries sector such as shrimp/fish feed manufacturers, ornamental fish farmers/exporters, fisheries book sellers, aquaculture equipment manufacturers etc, were also organised during the national seminar. The exhibition was inaugurated by Dr. R. Prabakaran, Vice-Chancellor, TANUVAS.

The valedictory function was presided over by Dr. R. Natanam, Registrar, TANUVAS, who stressed the need for such national level seminar to effectively transfer the technology packages developed in the laboratories. Shri V. Venkatesan, Director of Marine Products Export Development Authority, Kochi, delivered the valedictory address and presented awards to 9 scientists who presented the Best Research Paper in each of the sessions.

Workshop on Environmental Management

A workshop on "Peoples' Participation in Environmental Management" was organised recently by the Centre for Environmental

Education Research and Advocacy (CEERA). The workshop mainly discussed the scope available for public participation in the existing legal order, the legal hurdles to facilitate popular involvement in environmental management, the manner in which the tools and techniques are to be evolved for ensuring democratisation of decision-making processes, participatory monitoring of violations and responsible resource management and the manner in which voluntary organisations and social movements could hasten the process of democratic decentralisation of environmental administration. In order to discuss the above mentioned issues, four broad themes were identified, viz, i) bio-diversity related laws, ii) pollution-control laws, iii) land related laws and iv) laws governing the local self government institutions. The Workshop brought together a cross section of people, predominantly from Bangalore, experts in their own fields committed to the idea of ensuring popular participation at all levels of the decision-making process. The deliberations were fruitful and it was agreed that future meetings to evolve strategies for effective people's participation need to be convened.

Seminar on Environmental Issues

A U.G.C. sponsored Seminar on 'Development and the issues of Environment, an Interdisciplinary perspective' was organised by the S.N.D.T. College of Arts and S.C.B. College of Commerce & Economics recently to sensitize academicians to Environmental concerns.

The Seminar was inaugurated by the Union Cabinet Minister for

Environment and Forest, Shri Suresh Prabhu. Dr. M.A.V. Verghese, Vice Chancellor of S.N.D.T. University presided over the function. Faculty Members of different disciplines of S.N.D.T. & Mumbai University were invited to participate in the Seminar and highlight the issues of Environment from the perspective of their own disciplines. The disciplines represented were Geography So-

ciology, Economics, Politics, Psychology, Education, Commerce, Medicine, Literature, Fine Arts, Mass Communication and Technology.

Some of the leading Non-Government Organisations, such as B.N.H.S. Vasundhara, W.W.F., SOCIEEN and also Bureau of Indian Standards and IIT were represented in the Seminar.

participating scientists and teachers to understand functioning of the machine and reap its full advantage in their teaching and scientific pursuits.

He congratulated Mr. Vinay Kumar for taking over as Vice-chancellor of the university. Posing faith in his abilities, he hoped that the university will set yet new landmarks under his able leadership.

Dr. I.J. Singh, Director AAREM disclosed that a total of 28 such trainings would be organised till February 2000. For scientists and teachers, the duration of training would be one month, whereas for other employees it would be of 15 days. Dr. R.K. Patel and Dr. S.S. Bishnoi, Deputy Directors, AAREM also spoke on the occasion.

News from Agricultural Universities

Total Computer Literacy Project in CCSHAU

The joining of Mr. Vinay Kumar as Vice-chancellor, CCS Haryana Agricultural University, heralded a new chapter to its glorious past by launching a prestigious project of making all its scientists, teachers and other employees computer literates. Under the project, target has been set to educate all sections of employees to work with computers. The task has been assigned to the Academy of Agricultural Research and Education Management (AAREM) of the university which organised a month long programme for the purpose.

The Vice-chancellor, Mr. Vinay Kumar while presiding over the inaugural function said that in the present time computer had assumed an increasing importance and in scientific institutions the scientists, teachers and others cannot perform well unless they have knowledge to work on computer.

Giving credit for conceiving this plan to the outgoing Vice-chancellor, Prof. J.B. Chowdhury, he assured that in all circumstances, the project will achieve its goal and also set yet another record of being first varsity in computer literacy in the country.

Speaking on the occasion, the former Vice-chancellor, Prof. J.B. Chowdhury underlined the objectives behind conceiving the project. He impressed upon the

News from Abroad

International Women's University

On the occasion of the world exposition in Hanover/Germany (EXPO 2000) the International Women's University (IFU) is offering the opportunity to participate in an interdisciplinary postgraduate study/research programme to over 900 female students from all over the world. Courses will center around the following topics that are of interest to women, as we enter the new millenium :

Body : Experience, Policies, Concepts

City : City and Gender

Information : Women Entering the Information Age

Migration : Women, Identities, and Systems in Transit

Water : Water and Life

Work : Women's Work between Integration and Disintegration.

From July 15th to October 15th 2000, IFU is offering three months of regular classes in Hanover and other participating universities taking part in the programme.

In order to become an IFU scholar, the candidate's academic specialization should be from a related field and must hold a Bachelor's degree. Students who need financial support are encouraged to apply for an IFU scholarship.

Application forms can be obtained from German Academic Exchange Service, DAAD 176, Golf Links, New Delhi-110 003, daadnd@del2.vsnl.net.in or ifu@daad.de



SREE CHITRA TIRUNAL INSTITUTE FOR MEDICAL SCIENCES & TECHNOLOGY

THIRUVANANTHAPURAM-695 011
(An Institute of National Importance)

ADMISSION NOTICE

ACADEMIC SESSION COMMENCING : JANUARY 2000

Applications in the prescribed form are invited for admission to the following Academic Programmes of the Institute.

1. Ph.D.

Vacancies for Ph.D Programme are available in the fields of Biochemistry, Biomaterials and Cell Biology for the session 2000.

2. DM/M.Ch Courses

D.M. Cardiology	3 years
D.M. Neurology	3 years
D.M. Neuro Radiology	3 years
M.Ch Cardio Vascular & Thoracic Surgery	3 years
M.Ch Neuro Surgery	3 years
M.Ch Neuro Surgery	4 years

3. Post Doctoral Certificate Courses

Cardio Vascular & Neurosurgical Anaesthesiology	1 year
Neuro & Vascular Radiology	1 year
Vascular Surgery	1 year

4. Master of Public Health

18 months

Minimum Educational Qualification for Entry

Ph.D : Masters degree in Biochemistry/Biotechnology/Physiology/Chemistry with Polymer Synthesis or Polymer Chemistry/M.Tech. Polymer Technology with at least 60% marks.

Selection will be on the basis of performance in the Written test/Interview. Those who have passed the UGC-CSIR National Eligibility Test or hold individual fellowship may directly appear for the interview.

DM Course : MD in General Medicine or Paediatrics or equivalent qualification. Candidates with MD in Psychiatry with a minimum of six months residency posting in General Medicine and Neurology during the said course can also apply for DM Neurology. One seat in DM Cardiology is reserved for candidates with MD Paediatrics or equivalent qualification.

DM Neuro Radiology : MD or equivalent qualification in Radiology/Radiodiagnosis.

M.Ch Courses : MS in General Surgery or equivalent qualification for 3 year courses and MBBS with one year Post-registration Senior Residency/House Surgery in General Surgery from a University/PG Institute/Teaching Hospital recognised by the Institute, for 4 year course in Neurosurgery.

Post Doctoral Certificate Courses : MD in Anaesthesiology/Diagnostic Radiology, MS in General Surgery or equivalent qualification.

Master of Public Health : Medical graduates (after MBBS), engineering graduates, graduates in veterinary sciences, nursing sciences and students with a postgraduate degree in social sciences, nutrition or allied specialities will be considered for selection. Prospective candidates will be evaluated on the basis of educational qualifications, professional experience relevant to the field of health, a health project proposal in about 1500 words to be submitted by them and interview.

5. Diploma/Certificate Courses

(i) Cardio Vascular and Thoracic Nursing	One year
(ii) Neuro Nursing	One year
(iii) Diploma in Cardiac Laboratory Technology	Two years
(iv) Diploma in Operation Theatre Technology	Two years
(v) Diploma in Neuro Technology	Two years
(vi) Diploma in Advanced Medical Imaging Technology	Two years
(vii) Diploma in Medical Records Science	Two years
(viii) Diploma in Clinical Perfusion	Two years
(ix) Certificate Course in Blood Banking Technology	One year

Minimum Educational Qualification for Entry

Certificate Courses in Nursing :

- G.N.M. or B.Sc. Degree in Nursing.
- For G.N.M. candidates, one year experience as bed-side nurse after passing the course as on 1st of January 2000.
- Professionally registered as a nurse by any recognised State Nursing Council in India or by Nursing Boards approved by the Indian Nursing Council.

Diploma Courses

Diploma in Cardiac Laboratory Technology

Diploma in Neuro Technology

B.Sc Degree with Physics as major or ancillary subject and having an aggregate of at least 60% marks.

Diploma in Operation Theatre Technology

A Diploma in Electronics, Biomedical Engineering or Instrumentation.

Diploma in Advanced Medical Imaging Technology

Certificate in Radiographic Assistance (CRA) or equivalent qualification.

Diploma in Medical Records Science

B.Sc Degree with Botany/Zoology/Statistics as major subject and having an aggregate of at least 60% marks.

Diploma in Clinical Perfusion

B.Sc Degree in Biological Sciences and having an aggregate of at least 60% marks.

Certificate Course in Blood Banking Technology

B.Sc degree with Zoology or Physiology as major or ancillary subject and having an aggregate of at least 60% marks for these subjects.

Note : Reservation of seats for SC/ST as per Government of India norms. Candidates belonging to SC/ST and are applying for Diploma/Certificate courses are required to secure only 50% in the qualifying examinations.

General Information

Upper age limit as on 1st January 2000 is 35 years for Ph.D, DM/M.Ch, PDCC, Courses and Nursing Courses and 25 years for Diploma and Certificate courses, relaxable by 5 years, for ex-service personnel with a service of not less than 5 years, SC/ST and sponsored candidates.

Candidates with more than two failures in the University or equivalent examinations are not eligible for admission. Admission will be based on the candidates' previous academic record and their performance in the selection tests to be held in the Institute during November 1999.

Those selected, excepting MPH scholars, will be paid stipend as fixed by the Institute. In the case of MPH scholars, tuition fee will be charged at rates 50,000/- for the entire course. All scholars will be provided with accommodation as per Institute's rules.

Prescribed forms for Application and Prospectus can be obtained by a written request accompanied by a Bank Draft for Rs. 400/- in case of Doctoral and MPH Programmes and Rs. 150/- for other programmes drawn in favour of SCTIMST, Thiruvananthapuram-11 payable at Thiruvananthapuram. The request should contain the name and address of the candidate, Course to which admission is sought and details of the Demand Draft. Application forms are NON-TRANSFERABLE and candidates are not allowed to apply for more than ONE Course.

Last date for issue of application forms : 30 September 1999.

Last date for receipt of completed forms : 6 October 1999.

Request and Applications with incomplete information and those received after the last date are liable to be rejected. Further details can be had from the Prospectus.

Apply to :

The Registrar,

Sree Chitra Tirunal Institute for Medical Sciences & Technology, Thiruvananthapuram-695 011 Kerala

Telephone : 0471-524649

Fax : 0091-471-446433

Grams : CHITRAMET

DIRECTOR

BOOK REVIEW

Raising Moral Standards

Sunil Behari Mohanty*

J.N. Kapur. *Moral Values for All*. New Delhi. C.V. Kapur Education Foundation, 1998. Pp. 86. Rs. 80/-.

Raising moral standards of people in general and students in particular has been an important point of concern for educationists. Erosion of moral values has been noticed by many. Efforts have been made by various commissions and committees to bring this to the notice of the rulers of the country. A few steps have been taken. These are not adequate. Such realisation has led many educationists to come out with their own view-points to improve the situation. Being concerned with the seriousness of the problem, J.N. Kapur, an eminent mathematician and educational administrator, has made effort to focus attention of others on the necessity of imparting education for developing moral values. He has tried to clear the misconception that prevails in the academic circles about moral education and religious education. According to him, moral values can become secular not by negating all the religions but by accepting the essence of all the religions. He sees religious education serving as a base for moral education.

His book has three sections. The first section deals with moral education for school students. It starts with a prayer for the school students to reinforce in them the

strength of moral values. Various aspects of moral development have been discussed under 23 topics. The discussion has been beautifully punctuated with examples taken from various religious scriptures. The second section of the book deals with moral development for college students. It contains 12 topics. The third section deals with the suggestions of Swami Vivekananda and Mahatma Gandhi on development of moral values.

The book is a must for all educationists interested in moral development of people in general and students in particular. In spite of suggestions by various commissions and committees, one does not find much stress on moral education. Prof. Kapur, in his book has given stress on the necessity of introducing moral education strategies. The story of Mitralabha in Sanskrit literature is an example of providing moral education to students through story telling technique. A few years ago a small but highly educated and rich state like Singapore went into the issue of

moral education and came out with three types of books on moral education for three different religious communities. Prof. Manoj Das of Sri Aurobindo International Centre of Education at Pondicherry had been involved in development of materials for Hindu children. Sri Aurobindo while giving stress on moral education suggested its instruction through examples and the life styles of the teachers and the parents. There have been two approaches to moral education. One approach is to teach moral education as an independent subject and the other approach is to have moral education components infused into different subjects of study. Prof. Kapur's book can be useful for the first approach and for supplementary reading material for students. The book can better serve the target population, if it can specifically focus on either the school or the college stream. This needs consideration in the subsequent edition. The book is a little more costly for use by school students. It has to be made cheaper so as to reach as many students as possible. NCERT has brought out a few publications on value education. The possibility of having this publication subsidised by government agencies needs to be explored. On the whole, the book should be there in the library of every institution. □

*Head, P.G. Dept. of Education,
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MADURAI KAMARAJ UNIVERSITY
Directorate of Distance Education

ADMISSION NOTIFICATION CORRIGENDUM

Reference the advertisement of Madurai Kamaraj University, Directorate of Distance Education, admission notification published in *University News* dated 2.8.99 on page 35.

The correct Logo and Mast Head of the University is as shown above. Inadvertently the Logo was printed in its reverse form. The error is regretted.

EDITOR

THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities (June-July 1999)

SOCIAL SCIENCES

Commerce

1. Chander Shekhar. A study of managerial effectiveness of public sector bank officers with special reference to State Bank of India in Himachal Pradesh. Department of Commerce, Himachal Pradesh University, Shimla.

2. Dhagat, Anil Kumar. Madhya Pradesh mein prayatan udyog ka vikas: Vartman sthiti, samasyayen evam sambhavnayen. (Dr D K Sinha), Department of Commerce, Rani Durgavati Vishwavidyalaya, Jabalpur.

3. Dwivedi, Jawahar Lal. M P mein kshetriya arthik asantulan: Sagar Sambhag ka ek adhyayan. (Dr D C Agarwal), Department of Commerce, Awadhesh Pratap Singh University, Rewa.

4. Gupta, Shashi. Jeewan Beema Nigam ka desh ke arthik vikas mein vittiya sehyog: Jabalpur Sambhag ka prakaran adhyayan. Department of Commerce, Rani Durgavati Vishwavidyalaya, Jabalpur.

5. Mohammed Firoz Alam. Privatisation of public sector undertakings in India: A case of automobile industry. (Prof M Mushtaque Ahmad), Department of Commerce, Aligarh Muslim University, Aligarh.

6. Purkayastha, Bhaskar. Sikkim Industrial Development and Investment Corporation Limited: An appraisal of performance since inception. (Dr M Dasgupta), Department of Commerce, University of North Bengal, Raja Rammohunpur, Distt Darjeeling.

7. Rajpoot, Sushma. Kendriya suraksha sansthanon mein sevivargiya prabandh evam audyogik sambandhon ke sameeksha: Jabalpur sthit suraksha sansthanon ke vishesh sandarbh mein. (Dr C M Shukla), Department of Commerce, Rani Durgavati Vishwavidyalaya, Jabalpur.

8. Srinivas Rao, G. Marketing of consumer products in rural areas: A study of select districts of Andhra Pradesh. (Prof H Venkateswarlu), Department of Commerce, Osmania University, Hyderabad.

Economics

1. Amrouallah, Dehqan Tafti Mohd Ali. A study of Down Stream Oil Operations in Iran. (Mr Arif H Rizvi), Department of Economics, Aligarh Muslim University, Aligarh.

2. Harne, Sitaram. Hoshangabad Sambhag mein krishi upaj ka vipanan. (Dr L L Sharma), Department of Economics, Barkatullah Vishwavidyalaya, Bhopal.

3. Sharma, Manish. Cost of health care: A comparative study of tribal and non tribal population in Jabalpur District. (Dr A D N Bajpai), Department of Economics, Rani Durgavati Vishwavidyalaya, Jabalpur.

4. Shrivastava, Manoj Kumar. Bhartiya Jeewan Beema Nigam ke awasiya grah vitt yojanayon ka alochanatmak adhyayan: Jabalpur Mandal ke vishesh sandarbh mein. (Dr R S

Sohane), Department of Economics, Rani Durgavati Vishwavidyalaya, Jabalpur.

5. Theophilus, Karre. Contribution of agricultural development in the economic development, development of rural society with special reference to Jabalpur District. (Dr V P Karwal), Department of Economics, Rani Durgavati Vishwavidyalaya, Jabalpur.

6. Tiwari, Ashok Kumar. Socio-economic infrastructure and level of economic development: A disaggregated study of Himachal Pradesh. Department of Economics, Himachal Pradesh University, Shimla.

Education

1. Agrawal, Mamta. Gramin evam shahri kshetron ke kishore chhatra chhatrayon ke vyaktitva per jokhim uthane ke khamta evam shaikshanik upalabadhi ke prabhav ka adhyayan. (Dr R P Shrivastava), Department of Education, Rani Durgavati Vishwavidyalaya, Jabalpur.

2. Barsaiyan, Urmila. Rashtriya shiksha niti 1986 ke antragat nyuntam adhiyanttar yojana ka Jabalpur Jile mein shiksha nagar niyam adarsh prathamik shala ke kaksha 1-5 tak ke chhatra chhatrayon ke liye paryanvayan, mulyankan evam sujhav. Department of Education, Rani Durgavati Vishwavidyalaya, Jabalpur.

3. Deopuria, Pratibha. Jabalpur Jile ke aupcharikettar shiksha kendron mein adhyayanrat chhatron ke paryavaran jagrrookta evam vikas. (Dr S S Mishra), Department of Education, Rani Durgavati Vishwavidyalaya, Jabalpur.

4. Naresh Kumar. Efficacy of secondary teachers pre-service training programme in relation to certain teacher effectiveness components: An evaluative study. Department of Education, Himachal Pradesh University, Shimla.

5. Rajaguru, S. A study on divergent and convergent thinking of visually impaired children in secondary schools. Department of Education, Alagappa University, Karaikudi.

6. Saminathan, B. Effect of information processing approach on developing problem solving ability in Physics. Department of Education, Alagappa University, Karaikudi.

7. Saroja, U. Effects of interval running and aerobic dance on selected physical and biochemical variables. Department of Physical Education, Alagappa University, Karaikudi.

8. Sasikala, R. Oral English acquisition: Effect of communicative tasks and cognitive strategies. Department of Education, Alagappa University, Karaikudi.

9. Subramanian, R Bala. Effect of cognitive modeling on learning Mathematics. Department of Education, Alagappa University, Karaikudi.

Home Science

1. Dubey, Brijlata. Development and nutritional quality evaluation of low cost protein rich foods using locally available

raw materials. Department of Home Science, Rani Durgavati Vishwavidyalaya, Jabalpur.

2. Dubey, Neelima. An economic evaluation of rural development programmes in Jabalpur District with special reference to small and marginal farmers. (Dr P K Awasthi and Dr K B Agrawal), Department of Home Science, Rani Durgavati Vishwavidyalaya, Jabalpur.

3. Rajini, N. Impact of women economic development interventions in Chittoor District. (Prof K Chandrakha), Department of Food Science and Nutrition, Sri Padmavati Mahila Vishwavidyalaya, Tirupati.

Law

1. Radha Rani, G. Limitations on Constitution amending power: A critique of basic structure doctrine. (Prof A Lakshminath), Department of Law, Andhra University, Waltair.

Library & Information Science

1. Chakraborty, H S. Higher Education libraries in the state of Tripura: An analytical study. (Prof P Soma Raju), Department of Library and Information Science, Andhra University, Waltair.

2. Goriya, Sunil. Bibliographic database management system in India: Problems and prospects. (Shri S Kumar), Department of Library and Information Science, Vikram University, Ujjain.

Management

1. Sankaran, K. A study of organisational commitment and career commitment among corporate executives. Department of Corporate Secretaryship, Alagappa University, Karaikudi.

2. Sarah Nasreen. Marketing in small scale industry: A case study of Bihar. Department of Management, Magadh University, Bodh Gaya.

Political Science

1. Banerjee, Sisir Kumar. Welfare services in public undertakings in India: A case study of Bokaro Steel City Plant. (Dr D L Srivastava), Department of Political Science, Vinoba Bhave University, Hazaribag.

2. Choubey, Arti. Madhya Pradesh vitt mein Abkari Vibhag ka yogdan, 1956 se aaj tak. (Dr Nisha Vashishth), Department of Political Science, Vikram University, Ujjain.

3. Dasgupta, Srinanda. Protest movements and the political process: A study of their implications in contemporary Indian politics. (Dr P K Sengupta), Department of Political Science, University of North Bengal, Raja Rammohunpur, Dist Darjeeling.

4. Devappa, Chandrakant. Political philosophy of Dr B R Ambedkar. (Dr Hemalata Jayaraj), Department of Political Science, Gulbarga University, Gulbarga.

5. Kausar, Farhana. US foreign policy towards West Asia with special reference to Saudi Arabia, 1970-1991. (Prof T A Nizami), Department of Political Science, Aligarh Muslim University, Aligarh.

6. Kochar, Harvinder Kaur. Vikendrit vyavastha ke sandarbh mein Jabalpur janpadiya gram sevika ka ek adhyayan. (Dr G S Mishra), Department of Political Science, Rani Durgavati

Vishwavidyalaya, Jabalpur.

7. Lahare, Ashok Kumar. Pandit Jawahar Lal Nehru tatha Dr Ram Manohar Lohia ke samajwadi vicharon ka ek tulanatmak adhyayan. (Dr T S Sengar), Department of Political Science, Guru Ghasidas University, Bilaspur.

8. Sangayya, Mathapati Shivkumar. Indo-Pak relations from 1977 to 1990. (Dr Mallappa Amaravathi), Department of Political Science, Gulbarga University, Gulbarga.

9. Syed Islamuddin. The separatist movements in North East India: A study of Assam. (Prof K R Acharya), Department of Political Science, Osmania University, Hyderabad.

Psychology

1. Jain, Siddharth. A study of social competence and creativity among tribal and non-tribal adolescents. (Dr P K Tiwari), Department of Psychology, Guru Ghasidas University, Bilaspur.

2. Moini, Nuzhat. A study of quality of working life and certain biographical variables as correlates of job involvement. (Dr Shamim A Ansari), Department of Psychology, Aligarh Muslim University, Aligarh.

3. Murthy, Vidya. Personal and situational determinants of coping behaviour. (Dr Kiran Rao), Department of Clinical Psychology, National Institute of Mental Health and Neuro Sciences, Bangalore.

4. Sain, Niti. Sexuality, self/body image and personality of Kinnauri Tribal women as related to Education. Department of Psychology, Himachal Pradesh University, Shimla.

5. Venkatreddy, Rudrawar. The impact of deprivation and deprivation awareness of personality factors. (Dr B Krishnamurthy), Department of Psychology, Gulbarga University, Gulbarga.

Sociology

1. Panwar, Vimala. Bhil Janjati mein mahilayon ke sthiti: Jhabua Jile ke Bhil adivasi mahilayon ke vishesh sandarbh mein ek samaj shastriya adhyayan. (Dr C S Dabhade), Department of Sociology, Vikram University, Ujjain.

2. Parihar, Madan Singh. Jabalpur ke bhikshuk. (Prof C S S Thakur), Department of Sociology, Rani Durgavati Vishwavidyalaya, Jabalpur.

3. Pathak, Kailash Nath. Impact of Watershed Development Programme on socio-economic status and life style of small and marginal farmers in Tikamgarh District, Madhya Pradesh. (Dr P B Mishra), Department of Sociology, Rani Durgavati Vishwavidyalaya, Jabalpur.

4. Sharma, Krishna. Vrihatt udyog evam janjatiya samudaya ke madhya anta sambandh: Ek samajashastriya adhyayan Jila Shahdol ke vishesh sandarbh mein. (Dr Prahlad Mishra), Department of Sociology, Rani Durgavati Vishwavidyalaya, Jabalpur.

5. Shukla, Vijaya. Garbhadharan evam palan poshan ke manyatayen: Gramin Mahakoshal kshetra ka ek samajashastriya adhyayan. (Dr C S S Thakur), Department of Sociology, Rani Durgavati Vishwavidyalaya, Jabalpur.

6. Thavamani, M. Women entrepreneurs in Coimbatore District: A gender typology study. Department of Women's Studies, Alagappa University, Karaikudi.

CLASSIFIED ADVERTISEMENTS

INDIAN INSTITUTE OF TECHNOLOGY GUWAHATI

Institution of Engineers Building,
Panbazar, Guwahati-781 001

Applications are invited for faculty positions as follows :

Senior Lecturer/Assistant Professor/Associate Professor/Professor in the Departments of Civil Engineering, Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering, and Design.

Minimum Qualifications :

Design :

Should have a basic degree/diploma in Product Design/Industrial Design/Architecture/Visual Communication/Fine or Applied Art/Engineering and a Ph.D. degree in Design and/or related areas. Academic qualifications may be relaxed in the case of candidates with exceptional ability in research/professional work and with a post-graduate qualification in a relevant area.

Other Departments :

Ph.D. in the appropriate discipline with a very good academic record throughout.

Candidates who have submitted their thesis, or are likely to submit before November 1, 1999, may also apply.

Experience :

Professor : A minimum of 10 years of experience of which at least five years should be at the level of Assistant Professor/Associate Professor.

Associate Professor : A minimum of 8 years of teaching/research/industrial experience of which at least 3 years should be at the level of Assistant Professor.

Assistant Professor : As least 3 years of teaching/research/industrial experience.

Senior Lecturer : This is not a regular cadre of the Institute. However, appointment as a Senior Lecturer can be made on a contract basis, ordinarily for a period of 3 years, but not exceeding 5 years.

Pay Scales :

Professor : Rs. 18,400-500-22,400
Associate Professor : Rs. 16,400-450-20,000

Assistant Professor : Rs. 12,000-420-18,300
Senior Lecturer : Rs. 10,000-325-15,200

Minimum requirements of qualification and/or experience may be relaxed in respect of exceptionally outstanding candidates.

Professor of an Institute of national importance who is on the verge of retirement or who has recently retired may also apply for a contract appointment.

Prescribed application form and full details, may be obtained either in person or by sending a self-addressed envelope of 25 cm x 10 cm bearing postage of Rs. 5/- (or minimum Speed Post charge) to the undersigned. Candidates from abroad may apply on plain paper giving full details, including date of birth and percentage marks/GPA of all degrees from High School onwards. Two referees should send their reports directly to the undersigned. Reprints of at least two papers are to be included. They will be considered in absentia if they are not in India on the date of the Selection Committee meeting for the department concerned. Those who had applied for posts in Computer Science and Engineering in response to our advt. IITG/R/09/98, will be considered automatically.

Last Date for receipt of completed application forms : September 30, 1999.

Ph: 0361-521915, 545146, 545068, 548777

Fax : 0361-521916; email: doa@iitg.ernet.in

DEAN ADMINISTRATION

Advt. No. IITG/R/04/99

TILAK MAHARASHTRA VIDYAPEETH

(Deemed University)

Vidyapeeth Bhavan, Gultekadi, Pune-411 037 (MAHARASHTRA)

Applications are invited in the prescribed form for the post of "Reader in Economics" — (open).

Qualifications and pay scales are as per the norms laid down by the University Grants Commission and Government of Maharashtra. The details of which are available alongwith the application form in the Vidyapeeth on payment of Rs. 50/- in cash,

or Rs. 60/- by D.D. drawn in favour of "Registrar, Tilak Maharashtra Vidyapeeth, Pune."

The last date for submission of application is **20th September, 1999.**

Advt. No. Adm./11/99 R.K. Dhavalikar
Date : 11th August, 1999 REGISTRAR

ANNA UNIVERSITY

CHENNAI-600 025

No. 001/PR14/99/Rac-3 Dated : 04.08.1999

NOTIFICATION

In continuation of this office Notification No. 001/PR14/99/Recruitment dated 8.5.99, the last date for receipt of the application form for the posts advertised therein was **10.6.99.**

The last date is now revised as noted below :

Issue of application form upto 10.9.99.

Receipt of completed applications including those received through proper channel **16.9.99.**

Other conditions mentioned therein remain unchanged.

Those who have applied earlier in response to this Notification (No. 001/PR14/99/Recruitment) dated 8.5.99 need not apply again.

REGISTRAR

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THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

VADODARA-390 002

NOTIFICATION NO. ADE/02 OF 1999-2000

Applications are invited for the following posts in the University and its institutions in prescribed forms. The form can be obtained from the University Office from 16th August, 1999 to 30th Sept., 1999 on any working day by sending a request to the Registrar, The Maharaja Sayajirao University of Baroda, Fatehgunj, Vadodara-390 002 alongwith a self addressed envelope of size 30 cms. x 12 cms. accompanied with a Demand Draft drawn in favour of the Registrar, M.S. University of Baroda of Rs. 50.00 (Rs. 15.00 for members of Scheduled Caste and Scheduled Tribe) or by making payment in cash to ADE Section of the University Office for the same during working days only between 11.00 a.m. to 2.00 p.m. No amount will be accepted either by M.O. or by Postal Order except in cases of SC/ST where they can send Postal Order of Rs. 15.00 for the concerned post or pay the amount in cash as stated above. The SC/ST applicants will produce a copy of the Certificate to that effect at the time of requesting for application form. The SC/ST applicants will produce a copy of the Certificate to that effect at the time of requesting for application form. The SC/ST candidates coming from outside Gujarat State will also have to produce a certificate from the competent authority of the Gujarat State mentioning that the Gujarat State has recognized them as SC/ST for the purpose. The application forms duly completed in all respects alongwith necessary enclosures should reach the Registrar, M.S. University of Baroda, Fatehgunj, Vadodara-390 002 on or before 30th Sept., 1999.

1. Registrar (01 Post) Scale of Pay : Rs. 12,000-375-16,500

Qualifications : (1) A Master's Degree with at least 55% of the marks or its equivalent grade of B in the UGC seven point scale. (2) At least 15 years of experience as Lecturer (Sr. Scale)/Lecturer with 8 years in Reader's grade along with experience in educational administration. OR Comparable experience in Research Establishment and/or other institutions of higher education. OR 15 years of administrative experience of which 8 years as Deputy Registrar or an equivalent post. Knowledge of Gujarati language is essential.

2. Deputy Registrar (02 Posts - 1 for ST - Readvertised) Scale of Pay : Rs. 10,000-325-15,200

Qualifications : (1) A Master's Degree with at least 55% of the marks or its equivalent grade of B in the UGC seven point scale. (2) Five years' of experience as a Lecturer in a college or a university with experience in educational administration. OR Comparable experience in Research Establishment and/or other institutions of higher education. OR 5 years of administrative experience as Assistant Registrar or in an equivalent post.

3. Assistant Registrar (01 Post - reserved for SEBC - Readvertised) Scale of Pay : Rs. 8,000-275-13,500

Qualifications : Good academic record plus Master's Degree with at least 55% of the marks or its equivalent grade of B in the UGC seven point scale.

4. University Librarian (01 Post) Scale of Pay : Rs. 16,400-450-20,900-500-22,400

Qualifications : (1) Master's Degree in Library Science/Information Science/Documentation with at least 55% of the marks or its equivalent grade of B in the UGC seven point scale and consistently good academic record. (2) At least 13 years as a Dy. Librarian in a University Library OR 18 years experience as a College Librarian. (3) Evidence of innovative library service and organization of published work. Desirable : M.Phil/Ph.D. degree in Library Science/Information Science/Documentation/ Archives and Manuscript Keeping.

Those candidate who have applied in response of our Notification Nos. ADE/1/1998-99 dtd. 2-4-98 & ADE/5 of 1998-99 dtd. 19-5-98 should not apply as their previous application will be considered.

5. Lecturer in Law (Faculty of Law) (04 Post - 01 reserved for ST & 01 reserved for SEBC-readvertised) Scale of Pay : Rs. 8,000-275-13,500

Qualifications : Good academic record with atleast 55% marks or an equivalent grade of B in the UGC seven point scale at Master's Degree level in the relevant subject from an Indian University or an equivalent degree from a foreign university. Beside fulfilling above mentioned qualification the following will be the additional requirement :

- The candidate must have cleared Eligibility Test for Lecturer conducted by UGC/CSIR or similar test accredited by the UGC. The candidates having Ph.D. degree are exempted from the requirement of NET/SET accreditation.
- The relaxation of 5% may be provided from 55% to 50% of the marks at the Master's level for the SC/ST Category.
- The relaxation of 5% may be provided from 55% to 50% of the marks to the Ph.D. Degree holders who have passed their Master's Degree prior to 19th Sept., 1991.

Criteria for Determining Good Academic Record : "Good academic record shall be an average record of Third Year (Final Year) Degree and Master Degree assessment which would atleast be 52.5% or M.Phil. or Ph.D."

- Note :** (1) The minimum requirement of 55% not be insisted upon for Registrar, Dy. Registrar and University Librarian for the existing incumbents who are already in the University system.
- (2) The University had already approached the State Govt. to revise the scales for Registrar & Dy. Registrar as per UGC norms.

Vadodara

Date : 10.8.1999

H.V. Bhavnani
REGISTRAR



TAPMI

Admissions 2000 - 2002

POST - GRADUATE DIPLOMA IN MANAGEMENT (PGDM) POST - GRADUATE DIPLOMA IN MANAGEMENT – FAMILY BUSINESS (PGDM - FB)

TAPMI is one of the premier B-Schools in the country, reputed for its two year residential programme offering a Post-Graduate Diploma in Management (PGDM) recognised by AICTE and awarded equivalence with MBA by the Association of Indian Universities (AIU). Backed by highly qualified faculty and excellent infrastructure, PGDM offers a wide array of courses.

- * Students can take specialized courses in Marketing, Finance, Human Resources, Entrepreneurship and Systems. TAPMI attracts students from all over the country with a range of academic backgrounds. Strong support is provided for securing placements through campus recruitment.
- * From this year, TAPMI is also offering a PGDM with specific focus on Family Business (PGDM-FB).
- * Candidates applying for PGDM-FB must be sponsored by their family business.

Eligibility:

A three year (10+2+3) university degree, recognised by the Association of Indian Universities as eligible for postgraduation, in any discipline with not less than 50% in the overall aggregate (45% for SC/ST). The same requirement applies to those with qualifications like ACA/ICWA/ACS. Candidates appearing for the final year degree examination in 2000 can also apply.

Weightage

Due weightage will be given to candidates

- * with work experience.
- * sponsored by their organisations.

Please address all correspondence to:

The Admissions Co-ordinator

T. A. Pai Management Institute

Manipal – 576 119, Karnataka, India

Ph.: (08252) 70162/73162/71358/73163

Fax: (08252) 70699/70622

Grams: TAPMI, E-Mail: tapmi@mahe.ernet.in

However, such candidates have to go through the same selection process as others.

Admission Procedure

1. All candidates seeking admission to either programme should appear for the Common Admission Test (CAT) to be conducted by IIMs on December 12, 1999. The CAT Bulletin with application form has to be purchased from select branches of the State Bank of India.

Note: CAT is used for shortlisting candidates who apply for admission to TAPMI. IIMs have no role either in the selection process or in the conduct of the Programme.

2. Register at TAPMI by filling a separate application form.
- * TAPMI's application form and handbook of information will be sold at the same branches of State Bank of India where CAT forms are available.
- * Alternatively, candidates may receive the application form and handbook of information by registered post by sending a DD for Rs. 800/- (Rs. 500/- for SC/ST) drawn in favour of T. A. Pai Management Institute, payable at either Manipal or Udupi.
3. Candidates shortlisted on the basis of CAT ranks will be called for Group Discussion and Interview for final selection in Manipal during April/May 2000.



ADSYNDICATE - MANIPAL